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Thesis

# THE USE OF BOOKS, OTHER THAN TEXTBOOKS, IN THE INTERMEDIATE GRADES

Submitted by

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(B.S. in Ed., Boston University, 1938)

In partial fulfillment of requirements for

the degree of Master of Education

1942

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Cleone Arline Cummings

TABLE OF CONTENTS


| Chapter | | Page |
|---|---|---|
| I. | INTRODUCTION | 1 |
| | Purpose of the Study | 1 |
| | Assumptions Concerning the Study | 1 |
| | Background for the Study | 2 |
| | Delimitation of the Problem | 4 |
| | Description of the Procedure | 4 |
| | Summary | 5 |
| II. | A BRIEF HISTORY OF LIBRARY WORK WITH CHILDREN IN THE UNITED STATES | 6 |
| III. | THE LIBRARY AND ITS MATERIALS IN THE EDUCATION OF THE CHILD | 17 |
| | General Aims and Objectives of the School Library | 17 |
| | The Newer Education Makes Increased Demands Upon Extensive Reading | 24 |
| | Various Schemes for Providing for Extensive Reading | 31 |
| | The Public Library | 31 |
| | The School Library | 34 |
| | The Classroom Library | 41 |
| | School and Public Library Cooperation | 44 |
| | A Report of a Meeting of the Elementary School Teachers and the Librarians of the | |

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Chapter Page

Town of Arlington ..... 48

IV. A STUDY OF ELEMENTARY SCHOOL LIBRARIES IN MASSACHUSETTS ..... 52

V. SUMMARY OF THE STUDY WITH A VIEW TO ITS EDUCATIONAL IMPLICATIONS ..... 79

Summary of Procedure ..... 79

Conclusions ..... 80

Problems for Further Research ..... 86

BIBLIOGRAPHY ..... 87

APPENDIX ..... 92

State Laws in Massachusetts Affecting School Libraries ..... 92

Book Questionnaire ..... 94

Data from Questionnaires of Towns Participating ..... 97

## LIST OF TABLES


| Table | | Page |
|---|---|---|
| I. | Percentage of "Yes" Answers on First Thirteen Questions of the Questionnaire | 53 |
| II. | Persons Responsible for Choice of Library Books | 57 |
| III. | Rank Order of Sources of Supply of Classroom Library Books | 60 |
| IV. | Rank Order of Ways in Which Classroom Libraries Are Used | 62 |
| V. | Additional Library Materials in Classrooms: Magazines, Maps, Pictures, etc. | 64 |
| VI. | Numbers of Library Books in the Classroom | 66 |
| VII. | List of Magazines Found in the Classrooms of Interest to Children and Teachers | 67 |
| VIII. | Number of Teachers Reporting Different Ways of Handling the Classroom Library | 69 |
| IX. | Number of Teachers Reporting Different Ways of Stimulating Interest in Library Materials | 70 |
| X. | Number of Teachers Reporting Different Ways in Which the Public Library Cooperates with the Classroom | 72 |
| XI. | Do Teachers Refer Children to Books in the Public Library? | 74 |
| XII. | Number of Teachers Borrowing Books from the Public Library for Classroom Use | 76 |
| XIII. | Persons Responsible for the Choice of Public Library Books Sent to the Classrooms from the Public Library | 77 |

# CHAPTER I

## INTRODUCTION

Being interested in the standards for elementary school libraries, the writer decided to make some sort of a study in that field. Much is to be found written by leaders and authorities in library work concerning these standards. The question then arose "How well will elementary school libraries in Massachusetts measure up to the criteria found?" These standards however applied mostly to separate school libraries outside the classroom. Inquiry showing that evidently there were few elementary school libraries in Massachusetts, attention was then turned to the classroom library. The problem seemed to revolve around studying classroom libraries in Massachusetts. Since an investigation of libraries in all Massachusetts school systems was impossible, an arbitrary selection of a particular group of towns in the state was made, a questionnaire compiled, and copies sent to the towns willing to cooperate. The information received was studied, analyzed, and interpreted. This study purports to show just what type and how much library work may be found in certain Massachusetts public schools.

The assumptions concerning the problems are these:

1. Library work of some kind is being done with children in elementary schools.
2. All modern elementary schools and classrooms have some sort of a collection of books other than textbooks for the use of their pupils.
3. All elementary teachers make provision for some kind of library reading as the schools of today require the use of supplementary material in their educational programs.

Before beginning an investigation of the problem of this study, it was necessary to discover what had been done by others in this field. Search revealed no other investigation which is similar to the present study. However, several investigators have evidenced their belief in the value of classroom libraries and in school and library cooperation.

Orr[1/] lists many fine ways the public librarian can assist the classroom teacher, and describes how reading projects have been worked out successfully in elementary grades. She also tells how a class planned and made a library of their own in the schoolroom.

Boney[2/] ennumerates the ways primary teachers can

1/ Grace Marion Orr, "Cooperation Between Public Libraries and Public Schools," Unpublished master's thesis, Boston University School of Education, 1931, pp. 41-42.

2/ C. DeWitt Boney, A Study of Library Reading in the Primary Grades, Teachers College Contributions to Education, No. 578, Teachers College, Columbia University, New York, 1933, pp. 31-57.

stimulate interest in reading, many of which can be carried on in the intermediate grades. He suggests equipment and reading materials necessary for good classroom libraries and tells what teachers and children may do to improve the library reading period.

Koos[1/] in referring to elementary school instruction in the use of books and the library, finds that Massachusetts is one of the thirty-eight states that provide in their various publications for such instruction.

Colburn[2/] feels that the average child reaches fourth grade with a friendly feeling toward books as well as with the ability to read with independence and fluency. A steadily increased amount of independent study is required of children during the remaining three years in the elementary school. Reading of the intensive or study type is carried on in each of the classrooms in connection with the content studies. All teachers are concerned with reading, and each contributes to the development of those skills involved in the kind of reading required in the subject matter taught. New fields of interest are opened up and there is a demand for more books to meet the wide range of individual interest stimulated in

1/ Frank Herman Koos, State Participation in Public School Library Service, Teachers College Contributions to Education, No. 265, Teachers College, Columbia University, New York, 1927, p. 124.

2/ Evangeline Colburn, A Library for the Intermediate Grades, Publications of the Laboratory Schools of the University of Chicago, No. 1 (Nov. 1930), p. 3.

the classroom and to satisfy this expansion of interests in the middle grades.

A survey of these authoritative studies led to the formulation of the major problem of investigation, namely: How are books other than textbooks being used in the intermediate grades of Massachusetts elementary schools? Delimitation of the problem presented the following sub-problems for investigation:

1. What percent of the schools questioned have a separate school library?
2. How do the children use the books and materials provided?
3. How are these books and materials provided?
4. How much school time is devoted to library work?
5. What other library materials besides books are on hand for children's use?
6. How does the public library assist the school?
7. In what ways do the teachers and librarians cooperate?

The investigation of the major problem and its related sub-problems followed this plan:

1. The locating of previous research in field.
2. The compiling of a questionnaire that would adequately discover the information sought.
3. The selection of Massachusetts towns and cities to

be studied. (It was decided to include all cities and towns with a population between 10,000 and 16,000 of which there were twenty-eight.)

4. The sending of requests for cooperation to the twenty-eight superintendents.
5. The mailing of the required number of questionnaires to the towns and cities cooperating.
6. The writing of background material.
7. The tabulating, studying, analyzing, interpreting, and summarizing of the data gathered.
8. The distributing of summaries of the study to cooperating superintendents.

It is apparent from the previous pages that this study has two purposes:

1. To ascertain the use of books other than textbooks in intermediate grades.
2. To analyze and interpret the findings.

## CHAPTER II

## A BRIEF HISTORY OF LIBRARY WORK WITH CHILDREN IN THE UNITED STATES

The most remarkable feature of the library movement in the United States has been its rapid growth. One of the earliest efforts in this direction was made in 1803 when Caleb Bingham, recalling the scarcity of literature for children in his own early days, bequeathed a library for the use of children nine to sixteen years of age. Dr Torrey also, who was one of the first agitators for school libraries, established in 1904, the New Lebanon Society for young people 12 to 21 years, the object of which was the diffusion of knowledge by means of books.

The Apprentices' Libraries, one of the earliest of which was founded in Philadelphia in 1820, were established for the purpose of providing reading material for youths. From this time onward Sunday school libraries played a large part in the supplying of literature for younger children. These books were very limited in scope but since there was very little else in the way of books for children at this time, they served their day.

A modified form of school library was begun as early as

1818 in some of the schools of New York under the auspices of the Public School Society there. But as most of the books were donations they were often unsuitable for the young folks. In 1827, a movement began in the State of New York for the establishment of school libraries. These are to be distinguished, of course, from present-day school libraries, for they were provided for adults, but as the various collections found their homes in schoolhouses, they were naturally used largely by the children. In 1835 the state passed a law by which they received state support similar to that granted to elementary schools. A law in 1838 set aside $55,000 for the establishment of school libraries, provided that each school raised an amount equal to that granted to it by the state.

A number of other states passed similar laws and school libraries of this sort became general. The books oftentimes were not altogether suitable, but seeing that most American public libraries at this time closed their doors to children, they formed something of an antidote to the "dime novel," the increasing popularity of which was causing much alarm to educators.

School libraries in Massachusetts owe their beginning to Horace Mann, who, in 1837 gave up a promising career to become the first secretary of the first board of education in the United States, the State Board of Education of Massachusetts. Through his influence a law was passed enabling school

districts to raise and expend $30 for one year, and $10 each succeeding year to begin and support a school library. No doubt the legislature was influenced somewhat by the Act of the State of New York. Few districts availed themselves of this opportunity, however, and Horace Mann, becoming alarmed, included in his 1839 report a section on district libraries in which he indicated that the hope of education in Massachusetts lay with the establishment of a program whereby a school library should be placed in every district in the state. This report is outstanding and remarkable in its import since it was written over a century ago.

Four years later there were only 10,000 volumes in all school libraries in the state. It was estimated that over 100 towns within the state were without any kind of library except private. The advocates of school libraries did not despair. In 1842 a resolution was passed appropriating to each school district that would raise an equal amount, the sum of $15 for library expenditures. In 1843 the school library reached its height as shown by the large number of applications for their establishment under the law of 1842. When Horace Mann left the Secretaryship of the State Board of Education in 1849 the school library was a definite part of the Massachusetts school system.

This was not to remain part of the school system for long. Legislation in 1850 repealed the law. An act was

passed in its place providing for the establishment and maintenance of public libraries by taxation. This legislation, effective in 1851, gave impetus to the growth of town libraries. These became so popular that in a short time they superseded school libraries.

To Horace Mann goes the credit for educating the people of Massachusetts to the point of becoming library minded. His writings and talks on the value of common-school libraries, during his term of office aroused the interest of citizens in all sections of the state, and made easier the establishment of the town library. It was felt that the school library could not fill the two important needs, that of the school and the public.

In 1865 the Public School Library Society was founded in the city of St. Louis. Its object was the establishing of a school library which through a separate institution, cooperated with the schools as do the public libraries of today. Later it was controlled jointly by the Society and the school authorities. Finally it became the St. Louis Public Library.

Mr. Charles Francis Adams, trustee of the Public Library, Quincy, Massachusetts, in a address to teachers in 1876, spoke on the possibilities of correlation between libraries and schools, mentioning particularly history and geography as subjects which offered opportunities in this direction. Cooperation between the public library and the school as it is

known today commenced in 1879, when the matter was discussed at great length at the American Library Association Conference at Boston. In the same year Mr. Green, librarian of Worcester Massachusetts Public Library, began his pioneer work in this field. At a meeting of librarians and school officials it was decided that teachers of the higher classes would be asked to decide upon a certain country and arrange with the librarian for the loan of a selection of books on that country. Each teacher was given two cards. One entitled him to the loan of six books for his own use, the other to the loan of twelve books for distributing in class. Teachers were invited to bring their classes to visit the libraries to see maps, charts, displays, pictures, etc. The scheme was so successful, that the number of books loaned for classes was raised to eighteen. Later, small permanent libraries of suitable books from the public library were placed in the upper grade classrooms of several schools. Teachers began testifying as to the marked improvement in the work of their pupils. Today practically all of the schools of Worcester are included in this scheme and all grades provided for.

This idea was eagerly taken up by other librarians, and during the ten years following 1879, large numbers of libraries were linked up with schools. Among the first to adopt cooperative plans of this type were Buffalo, Chicago, Cincinnati, and Indianapolis.

In 1885 a report was made to the American Library Association on the work with schools done by libraries throughout the country. Reports were turned in from seventy-five libraries, thirty-seven of which reported that official connection had been made with the schools, special privileges being granted pupils and teachers and direct effort made to add interest to school work. This report stimulated other libraries to attempt similar work. New ideas of cooperation with schools were put into practice by the more progressive librarians.

Many public libraries, serving both the school and the public were facing serious administrative problems. By 1896 leading librarians felt that the National Education Association should have a department to assist in forming policies for future school library growth. A petition prepared by John C. Dana, president of the American Library Association, was unanimously granted and the section was accordingly established.

At a special conference of the American Library Association in Atlantic City and the thirty-sixth meeting of the National Education Association in Milwaukee in 1896, entire programs were given over to the discussion of work between libraries and schools. Committees were formed and their reports made at the thirty-eighth annual meeting in 1898 in Los Angeles, California. Detailed restatements of school library and public library objectives were presented.

The importance and value of books in the child's education was now generally accepted by librarians and educators alike. Many differences of opinions were held however, as to the methods by which these books could be made a part of his education. The groundwork for future school library development had been laid. It remained for the philosophy of education and the educational researchers of a later date to establish the school library as an indespensable unit of the modern educational program.

This new form of philosophy of education began to take form early in the twentieth century. Many new pioneers of educational reform became prominent. In the Platoon School introduced by Superintendent William A. Wirt in Fluffton, Illinois in 1900; the Winnetka Plan, introduced by Frederic L. Burk, San Francisco State Teachers College in 1913; and the Dalton Plan, introduced by Miss Helen Parkhurst in 1919, the well equipped library played an important part in carrying out of the new curriculum.

Within the traditional school itself new methods of classroom instruction were being introduced. The socialized recitation, the problem lesson, the project method, supervised study, the laboratory method, were each an outgrowth of the earnest workers in education to put new educational principles into practice.

In 1924 Morgan wrote:[1/]

> Intelligence tests, subject matter tests, project method, Dalton Plan, Winnetka Plan, individual instruction, the laboratory system, the platoon and the development of the library in charge of trained workers: all these are phases of our attempt to deal with the child as a human being to be developed by freedon rather than by compulsion.

While cooperative methods of furnishing reading materials in the schools were being developed in many cities large and small, other school systems during these years were developing libraries independently, purchasing their books with school funds. Under this plan a common development in the elementary school was the room library where books purchased by the school were placed permanently in the classroom. As the pupils progressed each year to a higher grade, they came in contact with the books selected especially for use in that grade. Many classroom teachers favored the room library because they felt that it did much to cultivate an appreciation for, and an interest in literature as well as to increase the quantity of reading done.

From 1913 onward, educational and library organizations began appointing committees and undertaking studies for the development of school libraries. In November 1914, the National Council of Teachers of English appointed a standing committee on school libraries. In December 1914, the American Library Association formed a School Library Section to

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1/ Joy E. Morgan, "Schools and Libraries," School and Society (December 8, 1924), 20: 703-713.

further the development of effective school libraries. In August 1915 the Library Committee of the Department of Secondary Education of the National Education Association was organized. Beginning with a survey of library conditions, this committee together with one from the North Central Association of Colleges and Secondary Schools, worked out and presented to the two organizations a report on "Standard Library Organization and Equipment for Secondary Schools of Different Sizes." This report was given the approval of the Committee on Education of the American Library Association in 1920 and published. For the first time school administrators had a national standard for high school library development. This report on secondary schools was followed in 1925 by a report on "Standard Elementary School Libraries" which appeared in the Fourth Yearbook of the Department of Elementary School Principals.

In 1932 a study of the school library was made by Dr. B. Lamar Johnson, who chose for cooperation 390 school libraries in forty-six states and the District of Columbia. This report served to focus the attention of educators on school libraries and to make librarians realize the need for further study of school library problems.

In 1933 the Department of Elementary School Principals of the National Education Association devoted their twelfth yearbook to a study of libraries in elementary schools. In 1936 the School and Children's Library Division was established

with a specialist in charge at the American Library Association headquarters. Also in 1936 the Department of Rural Education of the National Education Association devoted an issue of its bulletin to the subject of rural libraries.

One of the features of the past two decades has been the growth of standards for schools set up and administered by accrediting agencies. Many studies of standards of secondary school libraries with judgments, rating scales, individual library scores, etc., have been made in the past few years. Evidence seems to show, however, that most of this valuable research and surveying of libraries has been done on secondary school library levels, and very little on elementary school library levels. Check lists and evaluations of a study relating to elementary school libraries would be revealing and stimulating to individual teachers and librarians willing to participate in such an undertaking.

In connection with the development and growth of libraries, mention should be made of educational foundations and their contributions. Andrew Carnegie and the Carnegie Corporation together have donated over $41,000,000 to library development in the United States. One of its outstanding contributions in the school library field was the grant-in-aid for a nation wide survey of rural school library service, including county library service to schools made in 1931.

1/ The Rockefeller Fund has contributed greatly for the development of libraries, library schools and similar interests. The Julius Rosenwald Fund and the General Education Board have found the public and school library a suitable outlet for energy and money. The Rosenwald Fund is of particular interest. In 1927 the fund began to grant aid to negro elementary and high schools in the south. By 1932 aid had been given to 944 elementary and 245 high school libraries as well as to 67 counties. At present the foundation is distributing four sets of books for elementary schools. Negro schools may purchase these for two-thirds cost, white schools paying the full price.

It is logical to state that the school library is becoming recognized as an essential of the school worthy of consideration in any plan which aims at the highest development of its pupils. Individuals as well as national, state, and local organizations are constantly at work attempting to improve and extend such services.

1/ Robert M. Lester, Review of Grants For Library Interests, 1911-1935, Carnegie Corporation of New York, 1935, p. 129.

# CHAPTER III

# THE LIBRARY AND ITS MATERIALS IN THE EDUCATION OF THE CHILD

## General Aims and Objectives of the School Library

The fundamental aim of education is growth. The school library service is essential in any program of modern education directed toward the attainment of this aim. It is apparent that the aim of school library service is the same as the aim of the school.

Lucile F. Fargo summarizes the school library objectives as follows:[1/]

1. To acquire suitable library materials and organize them for the use of pupils and teachers.

2. To provide thorough organization and intelligent service for

   a. Curriculum enrichment.

   b. Pupil exploration.

   c. A growing realization of the library as the tool of intellectual achievment.

3. To teach the skillful use of books and libraries in the interests of research.

4. To create an atmosphere favorable to the growth of the reading habit.

5. To stimulate appreciations.

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1/ Lucile F. Fargo, The Library in the School, American Library Association, Chicago, 1933, p.21.

6. To demonstrate the desirability of books and libraries as the companions of leisure.

7. To provide fruitful social experience.

Mary P. Douglas[1/] states the aims of a good library as follows:

1. Learn to enjoy reading.

2. Develop judgment in selecting worthwhile books.

3. Acquire ability to use library tools and indexes.

4. Acquire ability to use factual books and material.

5. Form the habit of using libraries and library material.

6. Respect the rights and privileges of using public property.

Such a program is not possible unless the teacher is so sincere in the belief that the library is of major importance that she is willing to do more than is required of her to make it function.[2/]

Since the elementary school serves as the basic foundation of the public school program it should provide the child not only with the common tools of knowledge and laws of health but also should develop in him civic, social, and moral responsibility and awaken in him interests and appreciations which will lead to the choice of worthwhile pursuits in his leisure. The elementary school child must have a library which will assist him in interpreting himself in recitation to others and

1/ Mary Peacock Douglas, Teacher-Librarian's Handbook, American Library Association, Chicago, 1941, p. 1.

2/ Ibid., p. 1.

which will develop in him the power to understand better life about him.

As the elementary school itself varies in its organization from the traditional teacher-centered school, to the progressive child-centered school, so we find library service following no standardized plan but reflecting in organization and program the curriculum practice of the school it serves. On the basis of curriculum practice the elementary school library today has been divided into three types:

1. The traditional school library.
2. The reading laboratory.
3. The unlimited service library.

The traditional type is not a true library. It is merely a collection of books shelved in any available place or perhaps scattered throughout the school in various classrooms. These books represent an accumulation from several sources. Reference work, the teaching of the use of books and libraries, and reading guidance is for the most part entirely lacking. Such a library is not a functional unit.

The reading laboratory has developed in many schools in response to the new changes in the curriculum, particularly the new methods of teaching reading. These schools hold reading classes in a room equipped to serve as a library as well as a classroom. The greatest value of the reading laboratory and its modifications is that the library organization and materials

are all directed toward the improvement of the reading program alone, and there is little opportunity for library work in connection with other subjects. Reference work is generally limited.

The unlimited service library attempts to do for the entire curriculum what the reading laboratory does for the reading program. It provides a complete library service within the school housed in a central room and containing all types of enrichment materials. Collections are loaned to classrooms as needed. The librarian in charge is familar not only with curriculum developments but also with library techniques, recreational reading interests, and the broad field of children's literature. The wide book collection considers individual differences and stimulates interests. The brilliant and the slow child are encouraged and guided in the selection of materials suitable for his needs.

Specific functions of the school library:

1. Provision of enrichment materials.

To provide materials for the enrichment of classroom procedures and the educational experiences of the child.

2. Development and promotion of reading interests.

To assist in establishing and developing strong motives for and a personal interest in reading. Educators usually agree that reading is the most important single subject taught in the elementary school.

3. The stimulation of appreciations.

To stimulate appreciations--to teach through reading a love of the beautiful and the joy of self discovery.

4. Provision for individual differences.

To aid in providing differentiation and the recognition of individual differences. Nearly all writers urge recognition of individual differences in ability, interest, and needs. Studies have shown that gifted children read three to four times as much as those of average ability and that the quality of reading is better. The library is the ideal agency in the school for providing for these differences. The child with defective health, the dull, the normal, and the bright child, through reading may be stimulated to progress as far and as fast as his capacities will take him.

5. Teaching the use of books and libraries.

To teach the use of books and libraries as preparation upon which to build for junior and senior high school experiences and as preparation for life. A better system of library instruction can be instituted when a school library exists in the school.

Morgan[1/] states the value of library service as follows:

> The library has its great opportunity when, having learned to read, the pupils first discover the book as a joy and a tool. This comes during the elementary school years. Then is the time par excellence to lay solid foundations for right and permanent reading habits. Such habits will add to richness of the child's elementary school

1/ Op. cit., pp. 703-713.

> experiences; they will cause many pupils to enter junior and senior high school, and even college, who would otherwise lose interest. They will furnish those whose formal education is over the open sesame into the broad highway of useful and liberal learning.

The following facts are pertinent to all school libraries. Since the school library is to be used by children only, and since all children in the modern schools are required to use the library, the school is obligated to choose only the books of unquestionable value. Extreme care should be exercised in choosing an elementary library so that the interests of all boys and girls will be served, and so that they will have a wholesome true attitude toward life.

In adapting the library to the scheme of organization in the elementary school the librarian or teacher is guided by four general objectives.

1. To create in the children a love of reading. This purpose is so broad in scope that it may be divided into several phases.
    a. Helping in the training for the profitable use of leisure time.
    b. Creating standards of discrimination.
    c. Enabling the child to get, through books, a true picture of social, ethical, and esthetic values.
    d. Encouraging the development of the public library habit.
2. To integrate the library with the school so that the

work of the classroom is enriched and made increasingly vital.

3. To equip the child with an understanding of the use of books as tools--that is, leading the child to use the library for study and research and creating the realization that in books he has the key for study and intellectual advancement throughout life.
4. To aid the child in building qualities of good citizenship through the use of the library.
   a. Developing consideration for the rights of others in the use of both the library room and the library materials.
   b. Providing a life situation in which children can act as individuals and thus have an opportunity for training in initiative and self control.
   c. Giving a feeling of responsibility in contributing to the library and in caring for the room and equipment.

These general aims and objectives of the school or classroom library are carried out by various activities on the part of the librarian and teacher.

## The Newer Education Makes Increased Demands Upon Extensive Reading

The association of libraries with education goes back to far ancient times. Scholars of Greece and Egypt studied in the libraries of their great temples of learning. In the United States as early as 1853 states began passing laws providing for school libraries. In these early days in the libraries under the schoolhouse roof, books were chosen with regard to literary and classical values. Little attention was paid to the subject matter of the curriculum. Librarians offered guidance within the limits of the book collection. They came largely from the public library field, and oftentimes were employees of the public library rather than of the school.

The first concern of the new child-centered school is the growing person. Being normal he has a natural curiosity about the world in which he lives. The school tries to create a situation in which natural curiosities of the growing person are enlarged, stimulated, and directed and in which the information necessary to allay curiosity is made readily available in any form which is usable. This may be through books, laboratories, individual or group experience, or class work with the teacher.

The curriculum of the modern school lays emphasis upon personal experiences, the handling of materials, the working

out of practical problems, and experimentation in the laboratory. But vicarious experience is also important. Progress for the human race comes not only from individual experimentation but from the consistent building of one age upon the findings of earlier ages. These conclusions have been set forth in printed records of which the textbook is a summary. The further the student goes beyond the text the greater his accumulation of experiences. Therefore there is an increasing emphasis upon such agencies as the radio, visual instruction, and books and periodicals. In spite of the tremendous growth in recent years of the first-named agencies, books and periodicals still remain the foremost sources of information and vicarious experience. Hence an increasing demand for organized printed materials for use in the libraries.

The new school is inclined to break down the traditional boundary lines separating subject matter within the curriculum. A child does not necessarily study mathematics one hour, science the next, and reading the next. Rather the school may set up a curriculum unit where learning and experience in all three fields are interwoven and combined. Knowledge of the library and its resources and its tools are invaluable in this type of program.

Newer educational methods have surplanted the old type of question and answer or recitation lessons. Group instruction may now be carried on through two main processes--the socialized

recitation and the project activity. In the socialized recitation the emphasis is upon pupil activity as against teacher activity. The project method might be described as the activity or unit of work plan, in which again the emphasis is placed upon pupil activity. Obviously the possibilities of such a method are limitless, and somewhere the library is bound to come in, for no text can answer all the questions that arise.

The modern progressive school tries in every way to preserve the social values of schooling. It encourages each pupil to make his own special contribution and to go as fast and as far as he can. It attempts to fit the educational garment to the child. Recognizing that some students are brilliant and others limited, it presents a varied curriculum adjusted to the needs of all pupils. All this is extremely important for school librarians to understand. For it is these progressive schools and varied school programs that make the heaviest demands on the library and its facilities.

Close to the idea of individual instruction is the idea of exploration. In the newer schools the curriculum is built on the theory that the child has the right to explore every phase of human life and activity to which his curiosity leads him. Hobbies are encouraged and also the making of projects and the gathering of information. Naturally the school library is explored daily by groups interested in one problem or another. Examples of activities which are carried out in school

buildings are: clubs and club projects, exhibits, contests, pursuit of hobbies, etc. The further one proceeds the more one realizes the intimate relationship existing between the library and the school. The educational institutions are becoming more and more conscious of the importance of the library as the central factor in the program of instruction. This means that larger schools, both secondary and elementary, should be provided with organized libraries presided over by professionally prepared personnel and that smaller schools should be provided with books and organized service through participation in some plan of larger administration.

To bring these conditions about, those responsible for the administration and financing of schools and public libraries should come together locally and as state and regional groups to work out programs giving to schools adequate school library service without unnecessary duplication of physical equipment, reading materials, or personnel, and without curtailment of reading opportunities for adults. It will also be necessary for boards of education to budget school libraries and library service on the same basis as they are accustomed to budget other educational indispensables such as textbooks and teaching service, and to arrange for the certification and employment of school library personnel on a professional basis.

In a recent pronouncement made by the White House Conference on Children in a Democracy the following recommendations

were made:[1/]

1. The States should encourage and assist in the extension and development of local public libraries and their service and give financial aid for the maintenance of such service. In rural areas provision should be made for traveling libraries to reach isolated homes and communities.
2. Federal grants to the States for general public education should be available for school libraries. Special federal grants should be made available for extension of library service to rural areas.
3. Libraries should provide for special collections and personnel to serve children. Provision should also be made for material and for advisory service for parents and subjects relating to child care and training.
4. Libraries should be staffed by personnel trained and qualified specifically for the work.

The world has come to realize that children have certain inalienable rights and their own places to fill socially and economically in this busy changing world. Never before have there been written so many and such fascinating books for children. It is said that the greatest service the elementary school can render is to teach children to read. There is more

1/ Children in a Democracy: General Report, White House Conference on Children in a Democrary, Government Printing Office, Washington D.C., 1940, p. 42.

to it than that. We should add: "What to read and to make them life readers." In order to accomplish this we must surround them with suitable and sufficient materials, show them how to use it and establish correct reading habits.

A great deal is being said about preparing for the wise use of leisure. Part, at least, of this problem will be solved if we can teach children to find joy in reading, if we can show them the pleasure that may be secured through imagining the experiences of other people and the customs of other lands, and if we can prove to them how books can help them to find beauty and interesting objects round about them.

Modern movements in elementary education have magnified the importance of the library. We know that the textbook no longer furnishes sufficient information for the new laboratory methods of teaching. The school library was the answer. Today in every elementary school is found at least the beginnings of a library.

The importance of this library as a working unit has been growing steadily during the past few years. History, geography, literature, and biology are no longer subjects to be taught by using one book. The modern efficient teacher presents problems requiring consultation with many authorities. The modern child is taught to think and to form his own opinions based on the information and opinions which he has received from different sources. The information in one book must be weighed against

the information in another book. He must learn to test this information and to evaluate the statements made by different authors. This form of teaching is the foundation of clear, efficient thinking. Efficient thinking is the chief purpose of education.

These methods of instruction require adequate library facilities such as books, magazines, pamphlets, pictures, lantern slides, etc. and must be available in every elementary school. An adequate school or classroom library is a necessary part of every elementary school. The school or classroom library is not only essential as a source of information. It has become a necessary part of the equipment for teaching reading. Just as soon as children learn how to read the modern instructor teaches them what to read. The ultimate objective in reading is to cultivate a taste for good books and skill in choosing those which appeal to individual tastes and interests.

Twenty years or so ago in the reading class a pupil read a book in each grade or at the most three or four books in a year. Today in the primary grades fifteen to twenty-five books read in the year is not unusual. Most primary grade rooms provide a library corner furnished with a table or tables and chairs. The library corner is supplied with books which are the property of the children, the school, the public library, loans of parents, etc. These books are based on the reading interests of the children. These little libraries are the

teachers' opportunity for supplementing the educational opportunities for gifted children and for awakening the ambitions and interest of the slow, the lazy, or the indifferent ones.

The school library is the center where boys and girls may find books and may live in an atmosphere which encourages them to read and to lose themselves in the world of imagination, history, adventure, and exploration.

Various Schemes for Providing for Extensive Reading.

## The Public Library

Specialists in children's librarianship began to take their place in public library service about 1900. These specialists went to work with a will to accomplish certain ends. They carried on the development of the library collection, carefully building an appropriate body of literature based on the interests of boys and girls. Printed catalogs and approved lists began to appear and a technique of book selection was developed. Children's literature was organized for service, books being classified, analyzed, and arranged in a fashion to facilitate their use by boys and girls in connection with personal hobbies or with the search for information initiated by the school. With these measures well established, the way was open for a tremendous expansion in the activities of the children's room.

Today the public library serves all, young and old, rich

and poor, the learned and the ignorant; all are drawn there by one common magnet, the need and the desire for books.[1/] It is hard to tell just what inner urgings brings the children to the public library. Attendance is voluntary, and members come and go of their own accord. Because they keep on coming when there is so much to take up their time these days is proof enough that libraries have what they want. While certain definite requisites and desires bring many to the library, there are others who just wander in for apparently no reason at all, just looking around shyly until approached by the librarian.

The children's librarian is a jack of all trades, and preferably, a master of them all. Besides being a librarian in every sense of the word--reference librarian, cataloger, selector of books, reader's guide, story teller, routine worker, and administrator in her own department--she finds herself taking on the duties of other professions.[2/] She is called upon to act as teacher, artist, psychologist, and public relations expert.

To meet the needs of the children intelligently, the children's librarian should know the experiences and processes through which they are passing. She will assist the schools

1/ Priscilla DeRonde Edie, "How the Library Meets the Children" The Library Journal (February 1, 1940), 65: 97-100.

2/ Roberta Bishop, "Library Service to Children," The Library Journal (October 15, 1940), 65: 861-863.

and work with them. She will be familiar with the school's courses of study and the method of teaching so that adequate material will be on hand when it is most needed. The librarian who is wise and patient plays an important part in the guidance of children. She may widen fields of interest, develop a sense of values, and bring the realization that all pleasurable things in life are not valued in dollars and cents.

Among the many services of the children's room of the public library are these:[1/] story telling; picture book hours for the very young; clubs and vacation reading; plays and puppets; exhibits and hobbies; book lists; book talks and guidance in the use of the library; radio programs; parent groups; mothers' clubs; parent-teacher associations; work with school groups, classes, and teachers; assemblies; work with community organizations, such as playgrounds, summer camp, church and vacation Bible schools, and Scout work.

Nellie Appy[2/] asks

> As a librarian do you
>
> 1. aid in the struggle for democratic schools by helping to awaken student interest in modern problems? If you budget or your community does not permit the buying of challenging material, posters and displays are effective ways to stimulate thinking.
>
> 2. offer particular service to country children and

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1/ Marie F. Foster, "Group Programs for the Children's Room in Small Public Libraries," The Library Journal (September 15, 1939). 64: 675-678.

2/ Nellie Appy, "Toward Classroom Democracy," Wilson Library Bulletin (February 1940), 14: 439.

handicapped children?

3. celebrate race festivals of students in your town?

4. make it part of your work to train students to take over your minor responsibilities, in order to free yourself for wider contacts in the interest of the library?

5. interest the teachers in the town in the work of the library?

Through books in our public libraries, our future citizen-voters, law-makers, budget makers, and teachers, are learning of the world in which they are living. Horizons are being broadened, imaginations being lifted, and feet planted more firmly on the ground. Children find in the public libraries the help, the thoughts, the facts, and the fun, that books alone can give. Finding common interests with other children, learning the care of public property, and the consideration of others through obedience to library rules, are first principles of citizenship. On this foundation will easily develop an understanding sympathy for the problems and the peoples of the world. The service which the public library can give to children is of inestimable value.

## The School Library

In actual practice, school libraries carry on in three major ways:

1. By providing books and materials on a children's level;

2. By participating in activities initiated elsewhere

in the school;

3. by initiating special activities which the library itself is well fitted to sponsor.

A librarian needs the cooperation of the faculty in the matter of selecting books for the library, otherwise the collection is apt to become weak in spots. Reference books and books for general reading are usually selected by the school librarians. Teachers assume the responsibility for books in their departments. Teachers and their classes nearly always have an interest in various fields, and the library needs their valuable suggestions for purchases. Lists are handed by the teachers to the librarian who checks the lists against each other and against library holdings and orders as many of the titles as possible. This is a practice generally followed in the public schools. Book selection should be a year-round activity, notes being made throughout each month of titles that are needed. In every school, unfortunately, there are teachers who never ask for new books or who order and do not use the books when they have been added to the library. Oddly enough, there are always more teachers who never respond to appeals for help in book selection than there are those who ask for more than their share.

Purchases of books for school libraries are, in many school systems, made only twice a year. A large order is completed at the end of the school year for summer purchases so the books

will be on hand at the opening of school in the fall. A supplementary order is sent off about mid-term for necessities for the next term. In an ideal situation, money is available the year round, to take care of the new titles that appear throughout the year and to meet emergencies that arise from an unexpectedly heavy enrollment, changes in courses of study, or shifts in the teaching staff.

In selecting books for schools two types are desirable, those supplementing the classroom activities and those provided for recreational purposes. In the first group there will be books of facts which will form a reference collection in the library itself, and more readable accounts which will circulate wherever needed. In considering these the fundamentals of good form, a style suitable to the purpose of the book, correct English, and an authoritative source of information are all important. These points will already have been weighed in the preparation of standard aids, but the librarian needs to practice further selective judgment in choosing from these lists titles which will especially fit her needs. Her final choice would come from questioning herself on such points as these:[1/]

1. Is this a subject within the interest range of the particular group using the library?
2. Is it written in a manner to be readily understood by them?

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1/ Althea M. Currin, School Library Management, The H. M. Wilson Company, New York, 1939, pp. 65-66.

3. Does it replace, supplement, or duplicate material already on hand? If so, is this warranted?
4. In comparison with other available material on this subject is this the most desirable book to choose?
5. Judging by the copyright date, is the information recent?
6. Which edition is the one most likely to give the best service for the money?
7. If fiction, is the story a cross section of normal society, or (what is undesirable) just a distorted fragment of it?
8. Is it constructive, leading into wider fields of interest?

If the book itself is available for examination (which is to be preferred) the librarian may consider:

9. If a controversial subject, is it fair and sincere in its presentation?
10. Are its illustrations a contribution to visual instruction?
11. Does the book itself look interesting in general appearance?

The teacher-librarian with a limited general book knowledge and experience will find many of her difficulties eliminated if she buys conservatively. She can learn much from reading reviews critically. These will also point out important

omissions in the book collection, and call to her attention new subject fields likely to be of interest to her school community.

The actual list of periodicals likely to be useful in the school library changes yearly. The librarian should examine carefully several issues of each magazine under consideration to see if there is a recent change in policy, or a lowering of the quality which might affect the later use of it. So many magazines are undergoing radical changes at present that it seems unwise to include a list of recommended titles. An effort should be made to represent as wide a range of interest as possible.

Many librarians who show great care in choosing books are careless about the use of miscellaneous matter. Money can easily be wasted unless the same principles of selection are applied to pamphlets. It is particularly important to consider bias, for many publications are issued solely as advertising propaganda. Many inexpensive leaflets may be secured to supplement the book collection, but each one should be read and evaluated before it is considered for use.

If the school has an activity program, the library shares in it by entering into any and all enterprises at whatever points it can be of service. Among the commonest of "all-school" activities are those connected with holidays and special weeks or campaigns. Here too, the library has a very definite part. A "Safety First" campaign can, for example, be made the

occasion for exhibits and lists and the digging out of reading material buried in files and bound magazines, as well as the display of the more obvious books.

With the necessary books and magazines, plus bulletin boards, exhibit cases and special display shelves, a willing group of pupil helpers and a cooperative faculty, the techniques of celebration in the library vary only in so far as they are adjusted to suit the particular occasion. The bulletin board may have posted first-aid book jackets if a Red Cross membership campaign is in the offing, or with nature publicity if "The Preservation of Wild Life" is the central theme.

In all this it should be obvious that the services of an alert and expert librarian are required. This person must know not only boys and girls and their interests, but must have an exceedingly fine knowledge of reading materials in and out of books. Obviously, too, the librarian must be imbued with a spirit of helpfulness and must be possessed of an adequate understanding of what the faculty and the school are about.

The library itself assumes responsibility for certain activities such as reading clubs, service squads, and the inculcation of library habits. The primary objectives here are neither the vocational training of future librarians nor the enrichment of specific subject matter, although both may to some degree result. The aims are rather to capture and

hold the interest of pupils in reading and things bookish, to make them active and intelligent users of all sorts of libraries, both for pleasure reading and for research, and to cultivate in them an appreciation of libraries as social institutions.

The librarian should encourage activities which do not damage library equipment; she should remove messy work to the work-room table or else secure permission for pupil-groups to paste, cut, or paint in rooms equipped for such purposes. This plan is wise as it relieves the library of the expense and trouble of duplicating equipment such as brushes, paints, etc., available in other departments. This often results in valuable guidance on the part of the teacher in charge of the special room-which is all to the good as it helps to knit the library more firmly into the educational fabric of the school.

The library ordinarily provides single copies of many books rather than duplicates of a few. In consequence, any activity which concentrates attention upon a single volume runs into difficulties. As a matter of practical procedure, therefore, an effort is made to scatter and diversify the demands for reading materials. This is not merely good sense; it is also good educational practice, for it encourages individual work and allows adjustments according to individual preferences, aptitudes, and interests.

## The Classroom Library

Collections of books in the classroom, where the pupils may study under supervision or have help from the teacher as they work out problems and prepare assignments, are a desirable part of any plan of instruction. Collections of books on hand in the schoolrooms, borrowed from the school library or public library, serve this purpose. Classroom libraries have been the means of interesting pupils who have not the initiative to go to the library of their own volition. Some have found after being exposed to books and library material, that reading is indeed a pleasant experience. Books for the classroom collection should be attractive and interesting in content. The books should be varied enough to care for individual differences. Fifteen or twenty of the same supplementary text do not constitute a good room library. To lend zest and worth to the library table it should contain poem collections, atlases, picture books on topics such as history, aviation, particular countries, etc. as well as source books and supplementary texts.

Statistics show that more schools have classroom collections than have centralized libraries.[1/] Since half of the school systems in the United States did not answer or report, it is assumed that library facilities of many of the schools

1/ Emery M. Foster and Edith A. Lathrop, Statistics of Public School Libraries, 1934-1935, Biennial Survey of Education in the United States, 1934-1936, Vol. II, Ch. V, Bulletin 1937, No. 2, United States Office of Education, Government Printing Office, Washington, D.C., 1938.

not reporting were either nonexistent or very limited. Lack of library facilities or dependence on classroom collections implies an added obligation on the part of the classroom teacher to inspire pleasure and skill in the use of books. It is also up to the teacher to keep classroom collections fluid and to have frequent consultations with the town librarians as to new books, material on particular topics being studied, etc.

Much is being done especially in elementary schools, with book corners in classrooms. Children are interested in helping to fit up such nooks, often manufacturing their own chairs, tables, and bookshelves from boxes or crates which they smooth, paint, and cover. Where books are scarce or hard to secure, teacher-librarians sometimes encourage pupils to bring volumes from home. While this may add to the interest, it has obvious dangers. Home collections may not be of the best, and much tact is required in refusing to shelve undesirable titles in the schoolroom. In most cases it will be better to buy books, or to encourage selection from titles available in the public library or central school library.

Fargo[1/] describes the following scheme of starting a classroom library.

> An activity concerned with the furnishing of a book corner naturally starts when new books and magazines appear in the school room. The teacher raises the question with the pupils as to how the new arrivals are to be displayed and c red for. This leads to discussion on types of display racks and to the consideration of tables and chairs

1/ Lucile F. Fargo, Activity Book for School Libraries, American Library Association, Chicago, 1938, pp. 114-115.

as additional equipment. A pupil committee is chosen to price materials (which involves practical problems in mathematics). If wanted materials are unattainable because of expense makeshifts are considered. Orange and apple crates are found to have a midway partition which serves as a shelf when the crate stands on end. Somebody discovers an abandoned kitchen table which can be had for the asking. It is brought in, the legs are cut down, and it is thoroughly scrubbed and scoured. Some wooden chairs or benches appear or are fashioned from crates and boxes. A color scheme is decided upon. When the boxes, table, and chairs have been sufficiently sandpapered, they are treated with linseed oil and then painted. Meanwhile the books which are to go into the library corner have been getting their share of attention, if only from the point of view of their size and the space they will occupy. Some are quite likely found to contain information which can be used in making the equipment. So, by hook and by crook the furnishing of the library corner leads to the reading of books--which is the ultimate aim of the project.

In some ways the pupil in the smaller school or in the school where classroom collections take the place of a single school library, has the advantage. A limited number of books is always available as a background and supplement for daily work. Reading of these may be allowed by the teacher at any time provided the pupil has finished his assigned work or can profitably engage in silent reading while others are busy at their lessons. If it were not for the expense involved in supplying every classroom with an excellent assortment of library books, this would be the ideal laboratory situation. However school budgets seldom permit an adequate number of books, and if they did their care would become a burden to the teacher. A compromise in the large school is a central laboratory collection from which temporary classroom sets may be made up. Pupils may then have daily contact with a few books and scheduled

weekly or bi-weekly contacts with the larger collection of the school library.[1/]

Rees[2/] records the following remarks made by various teachers on the classroom library as particularly interesting.

1. Books are never given as rewards for good conduct, nor withheld as marks of punishment. Some of the most disorderly boys are the most appreciative and omnivorous readers.

2. Every day after school hours my class is allowed perfect freedom in the choosing of books to carry home.

3. Any book in the collection with which I am not familiar, I read at once and talk with the pupils about it.

School and Public Library Cooperation

The following is an account of how a New York school located in a more or less rural part of New York City (New Dorp, Staten Island) and a branch of the New York Public Library cooperate.[3/]

When the library first opened the librarians and the school principal conferred several times, deciding that to avoid duplications and because of meager funds, the school would buy

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1/ Lucile F. Fargo, The Program for Elementary School Library Service, American Library Association, pp. 76-77.

2/ Gwendolyn Rees, Libraries For Children, Grafton and Company, London 1924. p. 105.

3/ "Elementary School Libraries," The National Elementary School Principal, Department of Elementary School Principals, Twelfth Yearbook, National Education Association, Vol. XII, No. 5, Washington, D.C., June 1933, Chapter V.

reference books, while the public library would meet the recreational needs of the children. At present each institution has both reference and fiction material on its shelves, so it is felt that a wise beginning was made.

The teachers at the school concluded that, as reading worthwhile material should be a life habit, and since personal possession of enough reading material is neither possible or advisable, children should acquire the habit of going to the library. To establish this habit a drive was made at the beginning of each year to secure one hundred percent library membership in each class. It was believed that many children were thereby brought under the influence of an enriched environment; children who otherwise would not know the joys or advantages of public library attendance. It is certain that after school days the habit of reading at the library will persist among those pupils.

Mere membership however in the library is not enough. The children's reading is guided both by the teacher and the librarian. The teacher helps by suggesting books to read, giving exciting excerpts of various books in the literature period, and assisting in the writing and giving of book reports, by children. The librarian has at her disposal not only the information for guidance acquired through her own training as a librarian but a copy of the particular school library syllabus.

School and library work together for training children in still another way. Classes with their teachers spend periods

in the public library where a trained librarian explains methods of finding and obtaining information from source books, guides the children in acquiring an understanding of the value and of the use of the decimal system of classification, demonstrates the need and advantage of an index, and finally directs them while at study. The library has a story hour every week to which are admitted, by ticket, children who desire to listen. At times the school is privileged in helping the librarian trace lost books, or seek a culprit who is not in good standing at the library. The problem often gives worthwhile opportunities to form better habits of character.

It is important that schools and school libraries use the resources and facilities of public libraries to augment their own resources and services and to help all children to acquire the habit of using libraries regularly and consistently while at school and throughout their lives. Teacher-librarians can cooperate with public librarians by doing the following things:[1/]

1. Visit the public library.
2. Discuss library problems freely with the public librarian.
3. Invite the public librarian to the school for a planned visit.
4. Discuss book orders with the public librarian.
5. Check the public library collection against special

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1/ Mary Peacock Douglas, Teacher-Librarian's Handbook, American Library Association, Chicago, 1941, pp. 111-112.

school reading lists.

6. Check magazine orders to avoid unnecessary duplications and to effect savings.
7. Exchange ideas and programs for book week celebrations; combine some publicity materials.
8. Report special projects of the school library to the public library for possible follow-ups.
9. Make arrangements for class visits to the public library.
10. Introduce new teachers to the public librarian in the public library.

Lois F. Shortess[1/] in her article in a recent issue of The Library Journal has this to say. "In speaking of cooperation, I find myself thinking of complete cooperation whereby school and public library funds are pooled, the school libraries becoming branches of the public library." She summarizes some guideposts as follows:

1. A joint service should receive joint financial support.
2. There should be a very definite and detailed understanding between the library board and the school board as to the type of service to be rendered by each, the financial responsibility of each, and the amount of service that may be expected by the school board.
3. In the high schools and larger elementary schools

1/ Lois F. Shortess, "Cooperation Between Public and School Libraries," The Library Journal (January 15, 1939), 64: 45-47.

the library branch should be a genuine school library with a fairly permanent book collection which meets at least minimum standards of the accrediting agencies and which supplies school needs.

4. The public librarian must be a person having a knowledge of and a sympathy with school library needs and conditions.

A Report of a Meeting of the Elementary School Teachers and the Librarians of the Town of Arlington

These meetings were arranged by Miss. Gregory, the elementary school supervisor of Arlington, and Mrs. Spofford, the librarian of Robbins Library, Arlington. They were held at four o'clock in the assembly room of the town library. About one hundred elementary school teachers and six town librarians attended. After the meetings teachers were free to question the librarians and to see book exhibits, displays, etc. Tea was served.

First Meeting March 23, 1942

Mrs. Spofford--Head librarian

"This meeting is held in the spirit of trying to sell our department to you. Teachers and librarians have many things in common and should work hand in hand to accomplish results. I wish that there were more opportunity for us to get together."

Miss. Sampson--Head of the cataloging department

An interesting talk was given on the care of books from

the time they are added to the collection until they are discarded. Over 46,000 books were added to the library last year. Robbins Library used Library of Congress filing cards for non-fiction. The library adds headings, classifications, etc. and makes its own fiction cards. A description was given of how books are classified, treated, mended, etc.

Miss Gannett--Classifier

Robbins Library used the Dewey decimal system of classification in order to get books of a type and subject together. Each book has to be read in order to be classified. They cannot be judged from the title. She displayed large cards (2' - 4') showing samples of the records kept of each book. The classifier counts and keeps track of fines for damaged, overdue, and lost books. Over $2000 was taken in in fines last year. The classifier also does some reference work. The following indexes are kept.

1. Index of Arlington news.
2. Index of library history.
3. Index of pamphlets.
4. Special files of town history.

Mrs. Fuller--Head of the circulation department.

The person at the main desk serves as receptionist to the library. She serves in the following ways:

1. Receives new borrowers.
2. Calls attention to certain types of books.

3. Charges books, counts, files, etc.
4. Revises returned books for marks, torn or missing pages, etc.
5. Sends out reminders.
6. Maintains friendly relations between the staff and the reading public.

Mrs. Erskine--Branch librarian

Duties of the reference librarian.

1. Provide service to the public.
2. Assist schools.
3. Arrange exhibitions.
4. Answer reference questions.

She keeps on hand books and materials of vital interest such as the latest college catalogs, evening school catalogs, etc. She borrows, at the request of patrons, books from other libraries. She answers telephone requests for reference material and locates the desired information. Of special interest at present is the occupational service and the war information department. Samples of the newest reference volumes were shown.

Example volumes of quotations, foods, biography, current biography, history of industry, etc.

Mrs. Montague--Children's librarian

When the mother brings her young child into the children's room for the first time, he is seated at a long tilted table containing several large cloth books and picture books. The

librarian helps the child get interested in books. He is brought up to know and to use books from the start.

The following books of special interest to teachers were carefully described.

World Books

Compton's

Children's Catalogue

Realms of Gold

The children's room contains two sections, the young peoples's room and the junior room. The children's librarian arranges for the children exhibits of timely topics. Teachers may borrow for her class books, magazines, and pictures for a four week period. These may be renewed.

Mrs. Spofford--Head librarian

An appeal was then made for a second meeting, in which the teachers could take a more active part. Teachers were invited to visit the library, examine the books, pictures, and materials of special interest to them, and to ask for help in choosing a collection for their classrooms. Assistance was also offered in locating material for courses which teachers might be taking.

Boston University
School of Education
Library

## CHAPTER IV

## A STUDY OF ELEMENTARY SCHOOL LIBRARIES IN MASSACHUSETTS

Before attempting to analyze and interpret the material returned by the twenty-four superintendents cooperating, it would be well to review the purpose of this study, namely, to show just what type and how much school and classroom library work may be found in grades four, five, and six, in Massachusetts towns of a population between 10,000 and 16,000.

In answering the first thirteen questions on the school library teachers were asked to check either "yes" or "no." The thirteen questions were:

1. Do you have a separate library room in your building?
2. Do you have library books and library materials in your classroom?
3. Do the children make use of the library and supplementary materials of their own accord?
4. Does the library collection in your room satisfy the demands of your pupils for supplementary reading and research?
5. Are children allowed to take school library books and materials home?
6. Do the children write book reports on their library reading?
7. Do the children give oral reports on their library reading?
8. Are records or charts kept of books read by pupils?

Table I. Percentage of "Yes" Answers on First Thirteen Questions of the Questionnaire.

| Town | Question Number | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| A | .36 | 100 | 100 | .58 | .68 | .68 | .68 | .58 | .89 | .58 | .36 | .89 | .89 |
| B | 0 | 100 | 100 | .50 | .56 | .33 | .65 | .33 | .78 | .56 | .72 | .83 | .11 |
| C | 0 | 100 | 100 | 0 | 100 | .70 | .80 | .40 | .44 | .80 | .50 | .90 | .10 |
| D | .57 | 100 | 100 | .57 | .79 | .31 | .86 | .31 | .86 | .86 | .31 | .86 | .23 |
| E | 0 | 100 | 100 | .36 | .43 | .50 | .57 | .62 | .87 | .62 | .36 | .93 | .14 |
| F | .05 | 100 | 100 | .86 | .86 | .55 | .82 | .41 | .91 | 100 | .59 | .91 | .05 |
| G | 0 | 100 | .94 | .44 | .75 | .31 | 100 | .75 | .88 | .63 | .63 | .94 | 100 |
| H | .08 | 100 | 100 | .33 | .92 | .42 | .92 | .33 | .83 | .83 | .67 | .92 | .17 |
| I | 100 | 100 | 100 | .63 | .88 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| J | .40 | 100 | 100 | .22 | .90 | .90 | 100 | .50 | .70 | .70 | .90 | .90 | .40 |
| K | .13 | 100 | 100 | .60 | 100 | .31 | .64 | .40 | .93 | .60 | .47 | .93 | .40 |
| L | .25 | .90 | 100 | .05 | .85 | .65 | .70 | .40 | .75 | .75 | .35 | .85 | .95 |
| M | .13 | 100 | .92 | .63 | .78 | .71 | .88 | .39 | 100 | .92 | .58 | .88 | .46 |
| N | .29 | 100 | .88 | .25 | .35 | .88 | 100 | .41 | .86 | .76 | .93 | .94 | .35 |
| O | .90 | 100 | .90 | .10 | .80 | .60 | .50 | .50 | .50 | .89 | .60 | .80 | .70 |
| P | 0 | .94 | .94 | .41 | .78 | .56 | .83 | .78 | .78 | .94 | .83 | .78 | .39 |
| Q | .17 | 100 | 100 | .33 | .83 | .75 | .67 | .75 | .75 | .75 | .25 | .83 | .55 |
| R | .41 | 100 | .96 | .30 | .84 | .78 | .89 | .58 | .69 | .93 | .56 | .96 | .19 |
| S | 0 | 100 | 100 | .69 | .31 | .50 | .94 | .87 | 100 | 100 | .75 | .94 | 0 |
| T | 0 | 100 | 100 | .50 | .60 | .60 | 100 | .20 | 100 | .70 | .60 | 100 | .30 |
| U | .73 | .87 | .93 | .40 | 100 | .36 | .67 | .33 | .79 | .60 | .67 | .87 | .36 |
| V | .77 | 100 | 100 | .51 | 100 | .38 | .79 | .29 | .79 | .79 | .64 | .86 | .14 |
| W | 0 | 100 | 100 | .63 | .88 | .38 | .50 | .43 | 100 | .88 | .25 | .88 | .63 |
| X | .18 | 100 | 100 | .27 | .91 | .82 | .73 | .73 | 100 | .82 | .64 | .91 | .64 |
| Average | .27 | .99 | .89 | .42 | .78 | .54 | .79 | .51 | .83 | .79 | .59 | .90 | .38 |

*Column numbers refer to the questions on the first page of the questionnaire (see Appendix, page ).

9. Are there reference books in your classroom?

10. Do you give specific class exercises in teaching the use of reference books?

11. Do you make use of reading clubs or reading groups for pleasure or recreational reading?

12. Do the children bring books from home to add temporarily to the library facilities of the classroom?

13. Are diplomas, certificates, letters, or similar awards given for reading a certain number of library books?

The figures tabulated in Table I represent the percentage of "yes" checks. According to these figures every elementary school in Town I has its own school library (see column 1). In Towns D, O, U, and V, more than half of the elementary schools have a separate library room, while in Towns B, C, E, G, P, S, T, and W, none of the elementary schools have library rooms. Taken as a whole only 27 percent of the chosen Massachusetts towns have separate library rooms in their elementary schools.

Twenty-one of the twenty-four towns showed that 100 percent of the classrooms had library books and library materials. Town U had the lowest percent, 87 percent (see column 2). The average for the towns cooperating is found to be 99 percent.

In 89 percent of all classrooms the children make use of the library and supplementary materials of their own accord (see column 3), which leads one to assume that in 11 percent of the rooms the children are either not interested or that books are to be used only by permission.

It is interesting to note how few teachers are satisfied with the library collections in their rooms (see column 4). Town C shows that not one teacher is satisfied with the materials for supplementary reading and research that she has on hand. More than half of the teachers reporting want new and different classroom library materials.

In 78 percent of the rooms children are allowed to take school library books home. Averages show that 54 percent of Massachusetts teachers include written book reports in their programs while 79 percent have their pupils give oral reports on their library reading (see columns 5, 6, and 7).

One-half of the teachers make use of or have the children keep records or charts of books read, showing that supplementary reading is a vital part of the school curriculum in these systems (see column 8). Over four-fifths report that reference books are on hand in their classrooms. In Towns I, M, S, T, W, and X, every fourth, fifth, and sixth grade classroom from whom answers were received, have reference material. Towns I and S show that every teacher gives specific class exercises in teaching the use of reference books. Such instruction is reported by 79 percent of all teachers (see columns 9 and 10).

In 59 percent of the total number of classrooms, reading clubs or reading groups for pleasure or recreational reading are found. Results point out that 90 percent of the teachers allow children to bring books from home to add temporarily to

the classroom library facilities. Awards for reading a certain number of books are given in 38 percent of all cases reporting (see columns 11, 12, and 13).

From these results it can be seen that Town I seems to have the best equipped, most active library program but nevertheless only 63 percent of the teachers are satisfied with their facilities.

Table II shows who chooses the new library books. In the questionnaire the query was made:

> Who chooses the new library books for the classroom? (Check the answer or answers-add any not mentioned).
>
> ____teacher ____children
> ____principal ____parents
> ____supervisor ____superintendent
>
> or_____

It is found that 73 of the teachers reporting choose their own new books, 211 seek the aid of supervisors, superintendents, principals, children, and librarians, and that 68 have their books chosen for them by librarians or school officials. It is interesting to see that Town I is the only one in which the ideal situation occurs. Their teachers do not order library material without consultation, nor are their books chosen for them. Rather by cooperation of all concerned is the new literature chosen.

The next question was:

> Do you have a regular library period? (a definite time for library reading.) Check answer.

Table II. Persons Responsible for Choice of Library Books.

| Town | Number of Teachers Alone | Number of Teachers with Others | Number of Others With-out Teachers |
|---|---|---|---|
| A | 10 | 7 | 1 |
| B | 2 | 5 | 9 |
| C | 3 | 7 | 0 |
| D | 0 | 8 | 5 |
| E | 2 | 11 | 1 |
| F | 5 | 15 | 0 |
| G | 12 | 4 | 0 |
| H | 1 | 5 | 6 |
| I | 0 | 16 | 0 |
| J | 1 | 5 | 4 |
| K | 1 | 6 | 7 |
| L | 3 | 13 | 4 |
| M | 15 | 9 | 0 |
| N | 3 | 12 | 1 |
| O | 2 | 4 | 2 |
| P | 0 | 12 | 6 |
| Q | 1 | 4 | 5 |
| R | 3 | 19 | 4 |
| S | 0 | 13 | 3 |
| T | 0 | 6 | 4 |
| U | 1 | 9 | 2 |
| V | 5 | 6 | 3 |
| W | 2 | 6 | 0 |
| X | 1 | 9 | 1 |
| Totals | 73 | 211 | 68 |

___no
___daily
___weekly
___monthly
___two times a week
___three times a week

or_____

a. If you have a regular library period, how long is it?

___10 minutes
___15 minutes
___20 minutes
___½ hour

or_____

Most teachers replied that their library facilities were used before school and when assigned work was finished, and that they had no definite time for library reading. Those that did have a weekly library period gave definite library lessons, held discussions, heard reports, etc. Classes varied from fifteen minutes to one hour in length.

Question 3 referring to the spending of school funds asks:

> Approximately how much money does the school spend yearly for books for your classroom other than text books?
>
> $_____ Where does the money come from? _____

It was quite evident that many teachers did not know how much money was spent yearly on books for their classrooms, nor where the money came from which was expended. Several honestly reported, "I don't know," or put no answer whatsoever. In the same town and often in the same building, some teachers noted a certain sum, others a dash or a question mark, while still others listed a variety of sources for the money used in purchasing books. Towns H and I were exceptions however, each

granting the sum of $5 and $10 respectively for each classroom.

Question 4:

How is your classroom supplied with library materials? (Number in order of importance the sources of supply.)

___teacher purchases
___school purchases
___basic texts and readers of other series
___public library loans
___books loaned by pupils
___annual accumulation of old books, old texts, sample books, etc.

or_____

Averages were found by totaling the averages for each town and dividing by the number of towns which was twenty-four. The quotients were the averages for each particular source of library materials. The averages of the various ways listed in order of their popularity fell into the following order (see Table III):

1. School purchases.
2. Public library loans.
3. Basic texts and readers of other series.
4. Annual accumulation of old books, old texts, sample books, etc.
5. Books loaned by pupils.
6. Teacher purchases.

Many towns varied from this average somewhat. In Town A although "school purchases" was first; "annual accumulation of old books, old texts, sample books, etc." was second; "basic texts and readers of other series," third; "public library loans," fourth; "teacher purchases," fifth; and "books loaned by pupils" last. The averages for this question lead one to conclude that "school purchases," "public library loans," and "basic texts and readers of other series" are the most popular

Table III. Rank Order of Sources of Supply of Classroom Library Books

| Town | Percentage of Preference | | | | | |
|---|---|---|---|---|---|---|
| | a* | b | c | d | e | f |
| A | 4.53 | 1.54 | 2.78 | 2.24 | 3.53 | 4.85 |
| B | 4.00 | 3.11 | 3.50 | 2.89 | 1.46 | 2.25 |
| C | 3.63 | 1.30 | 3.00 | 4.22 | 3.00 | 3.56 |
| D | 5.57 | 2.75 | 2.00 | 2.67 | 2.27 | 4.73 |
| E | 2.00 | 3.36 | 2.75 | 2.73 | 4.89 | 3.33 |
| F | 2.57 | 1.18 | 2.18 | 3.83 | 3.83 | 3.36 |
| G | 3.55 | 1.19 | 3.09 | 3.90 | 3.10 | 4.00 |
| H | 4.75 | 2.78 | 3.13 | 3.71 | 1.50 | 4.33 |
| I | 4.75 | 1.13 | 2.36 | 4.60 | 3.33 | 4.07 |
| J | 3.67 | 3.40 | 3.43 | 2.86 | 1.38 | 4.43 |
| K | 3.82 | 3.33 | 3.11 | 4.00 | 1.14 | 3.45 |
| L | 4.40 | 2.11 | 2.60 | 3.36 | 1.64 | 3.23 |
| M | 4.14 | 1.05 | 2.69 | 3.00 | 3.73 | 3.60 |
| N | 4.29 | 1.62 | 2.00 | 3.57 | 3.11 | 3.73 |
| O | 3.00 | 1.00 | 3.00 | 2.67 | 1.00 | 2.14 |
| P | 3.00 | 2.25 | 2.56 | 3.25 | 1.86 | 4.18 |
| Q | 4.50 | 2.80 | 1.56 | 2.25 | 3.00 | 3.86 |
| R | 3.92 | 3.24 | 2.91 | 3.20 | 1.30 | 4.50 |
| S | 4.67 | 1.06 | 2.00 | 3.80 | 3.33 | 3.36 |
| T | 3.43 | 1.50 | 2.17 | 3.17 | 3.22 | 4.71 |
| U | 3.13 | 1.44 | 2.31 | 2.73 | 3.00 | 4.45 |
| V | 3.88 | 2.20 | 2.23 | 3.46 | 2.54 | 4.33 |
| W | 3.25 | 1.83 | 2.25 | 5.00 | 1.40 | 3.25 |
| X | 4.75 | 2.09 | 1.90 | 4.50 | 2.30 | 4.00 |
| Average | 3.88 | 2.05 | 2.56 | 3.40 | 2.54 | 3.82 |

*a--Teacher purchases
b--School purchases
c--Basic texts and readers of other series
d--Annual accumulation of old books, old texts, sample books, etc.
e--Public library loans
f--Books loaned by pupils

ways, which then raises the question, "Are these the best sources of classroom library materials?"

Again as in the previous question, teachers were asked to number in order of importance the ways in which their schoolroom libraries were used (see Table IV).

How is your library used?

___recreational reading
___information getting
___reference work
___supplementing class work
___assigned library work

or_____

Averages for each use were found in the same manner as described in the question before. The list below shows the average preference (see Table IV).

1. Recreational reading
2. Information getting
3. Supplementing class work
4. Reference work
5. Assigned library work

Twenty-two of the twenty-four towns placed in "recreational reading" first, while sixteen checked "information getting" as second. Town M shows an equal percentage in the first two uses of their libraries. Reference work and assigned library work were more common in the sixth grades.

Teachers were asked to check the library materials they possessed in addition to books.

What other library materials have you besides books?

Table IV. Rank Order of Ways in Which Classroom Libraries are Used.

| Town | Percentage of Preference | | | | |
|---|---|---|---|---|---|
| | a | b | c | d | e |
| A | 1.63 | 2.32 | 3.64 | 2.44 | 4.43 |
| B | 1.24 | 2.13 | 2.80 | 3.33 | 4.25 |
| C | 1.10 | 2.25 | 3.00 | 3.29 | 4.71 |
| D | 1.38 | 2.78 | 3.30 | 2.08 | 4.25 |
| E | 1.50 | 2.45 | 2.92 | 2.83 | 5.00 |
| F | 2.00 | 2.35 | 2.56 | 2.73 | 4.00 |
| G | 1.50 | 2.42 | 3.67 | 2.08 | 4.33 |
| H | 2.08 | 2.27 | 3.00 | 2.55 | 5.00 |
| I | 2.00 | 2.31 | 3.06 | 2.27 | 4.69 |
| J | 1.60 | 2.00 | 3.50 | 3.00 | 4.71 |
| K | 1.07 | 2.00 | 3.60 | 3.27 | 5.00 |
| L | 1.40 | 2.47 | 2.71 | 2.73 | 5.00 |
| M | 2.04 | 2.04 | 2.62 | 3.14 | 4.92 |
| N | 2.50 | 2.00 | 3.00 | 2.65 | 4.00 |
| O | 1.00 | 2.20 | 3.00 | 2.80 | 5.00 |
| P | 1.65 | 2.07 | 3.25 | 2.85 | 3.50 |
| Q | 1.50 | 2.30 | 4.00 | 2.09 | 4.80 |
| R | 1.15 | 2.30 | 3.52 | 3.00 | 4.06 |
| S | 1.56 | 2.00 | 3.14 | 3.07 | 4.86 |
| T | 1.70 | 2.11 | 2.50 | 3.38 | 4.50 |
| U | 1.00 | 2.43 | 2.88 | 3.00 | 4.25 |
| V | 1.21 | 2.57 | 3.40 | 2.55 | 4.67 |
| W | 1.00 | 2.29 | 3.33 | 3.29 | 5.00 |
| X | 1.64 | 2.82 | 3.63 | 2.55 | 3.86 |
| Average | 1.52 | 2.29 | 3.17 | 2.79 | 4.53 |

*a--Recreational reading
b--Information getting
c--Reference Work
d--Supplementing class work
e--Assigned library work

___magazines
___maps
___drawings
___pamphlets
___charts
___picture collections
___notebooks of stories by children
___museum collections

or_____

Of the 368 teachers participating (see Table V) 324 checked "magazines," 291 "picture collections," 284 "maps," 232 "pamphlets," 123 "drawings," 117 "charts," 82 "notebooks of stories by children," 72 "museum collections," and seven noted miscellaneous materials such as films, postcards, etc. The averages were found by totaling the materials checked in each town and dividing by the number of towns participating. The results in order are listed below.

| | Percent |
|---|---|
| Magazines | 88 |
| Pictures | 79 |
| Maps | 77 |
| Pamphlets | 63 |
| Drawings | 33 |
| Charts | 32 |
| Notebooks of stories by children | 22 |
| Museum collections | 20 |
| Miscellaneous | 2 |

Nearly every teacher has at least two or three, and many teachers five or more of the above-named materials, showing that they are awake to the rich opportunities for extra learning that these teaching aids possess.

The next four questions were of the direct answer type. The first was:

Approximately how many books classified as library

Table V. Additional Library Materials in Classrooms: Magazines, Maps, Pictures, etc.

| Town | Total Teachers Reporting | Number of Teachers Reporting | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | a* | b | c | d | e | f | g | h | i |
| A | 19 | 16 | 14 | 7 | 5 | 16 | 5 | 1 | 13 | 0 |
| B | 18 | 16 | 13 | 8 | 8 | 16 | 5 | 3 | 2 | 2 |
| C | 10 | 7 | 8 | 1 | 4 | 7 | 2 | 0 | 5 | 0 |
| D | 14 | 10 | 11 | 4 | 4 | 13 | 1 | 3 | 12 | 0 |
| E | 14 | 13 | 12 | 3 | 5 | 12 | 3 | 5 | 11 | 2 |
| F | 22 | 20 | 20 | 14 | 7 | 15 | 7 | 7 | 12 | 1 |
| G | 16 | 14 | 12 | 5 | 5 | 12 | 4 | 1 | 9 | 0 |
| H | 12 | 11 | 9 | 5 | 7 | 9 | 2 | 1 | 9 | 0 |
| I | 16 | 15 | 14 | 8 | 11 | 15 | 5 | 6 | 12 | 0 |
| J | 10 | 6 | 9 | 6 | 5 | 7 | 5 | 2 | 5 | 0 |
| K | 15 | 11 | 8 | 2 | 2 | 9 | 0 | 1 | 12 | 0 |
| L | 20 | 15 | 10 | 2 | 0 | 12 | 2 | 7 | 7 | 0 |
| M | 24 | 24 | 24 | 7 | 8 | 23 | 2 | 10 | 16 | 0 |
| N | 17 | 16 | 14 | 7 | 0 | 11 | 4 | 8 | 13 | 1 |
| O | 10 | 8 | 8 | 2 | 3 | 6 | 3 | 1 | 5 | 1 |
| P | 18 | 16 | 12 | 4 | 4 | 14 | 3 | 3 | 13 | 0 |
| Q | 12 | 9 | 6 | 0 | 2 | 9 | 1 | 0 | 7 | 0 |
| R | 27 | 26 | 21 | 6 | 14 | 25 | 12 | 8 | 18 | 0 |
| S | 16 | 16 | 16 | 8 | 8 | 16 | 5 | 2 | 12 | 0 |
| T | 10 | 9 | 9 | 3 | 1 | 10 | 0 | 0 | 8 | 0 |
| U | 15 | 15 | 8 | 3 | 4 | 9 | 2 | 1 | 6 | 0 |
| V | 14 | 12 | 9 | 7 | 6 | 9 | 3 | 1 | 11 | 0 |
| W | 8 | 8 | 7 | 2 | 3 | 5 | 3 | 0 | 7 | 0 |
| X | 11 | 11 | 10 | 3 | 7 | 11 | 3 | 1 | 7 | 0 |
| Total | 368 | 324 | 284 | 117 | 123 | 291 | 82 | 72 | 232 | 7 |
| Percentage of Teachers Using Other Material | | .88 | .77 | .32 | .33 | .79 | .22 | .20 | .63 | .02 |

*a--Magazines
b--Maps
c--Charts
d--Drawings
e--Pictures
f--Notebooks of stories by children
g--Museum collections
h--Pamphlets
i--Miscellaneous

material (including public library books, pupils' own books, supplementary readers, recreational type books, texts not used in regular class work,--not including magazines, scrapbooks, sets of pictures, seat work materials, etc.) have you in your room at present?

Table VI shows the number of library books in the classrooms. A column giving the range of numbers points out the extremes in quantity. The average number of books for each town is also listed. Town O with a range of 12 to 75 books has an average of 47 books in the classrooms. Town F with a range of 150 to 1505 books has an average of 353 books in the classrooms. Sixteen, or over two-thirds of the towns have an average of over one hundred books in the classrooms. However mere numbers do not indicate the quality of the literature nor the value of the books to the pupils. Although there are considerable differences in the averages, it is not known how many books are duplicates, old seldom-used books, or literature of the ten cent store variety.

Teachers were then questioned concerning magazines.

State magazines purchased regularly by the school that you use in your class work?

Teachers noted many magazines which they and their pupils used. Table VII lists these magazines in the order of number of times they occurred in the returns. Many also included professional magazines. Previous to the study a list of 42 of the popular magazines for children and teachers was compiled for use in checking returns. In addition to these, nine more were found listed by various teachers, making a total of 51 different

Table VI. Numbers of Library Books in the Classroom.

| Town | Number of Library Books in the Classroom | |
|---|---|---|
| | Range | Average Number of Books in Classroom Library |
| A | 25 - 150 | 71 |
| B | 65 - 185 | 96 |
| C | 100 - 300 | 192 |
| D | 50 - 200 | 101 |
| E | 13 - 200 | 107 |
| F | 150 -1505 | 353 |
| G | 30 - 188 | 108 |
| H | 27 - 300 | 117 |
| I | 25 - 300 | 176 |
| J | 75 - 250 | 116 |
| K | 40 - 100 | 61 |
| L | 20 - 150 | 61 |
| M | 40 - 438 | 167 |
| N | 30 - 260 | 125 |
| O | 12 - 75 | 47 |
| P | 30 - 200 | 103 |
| Q | 50 - 350 | 190 |
| R | 25 - 225 | 85 |
| S | 100 - 663 | 323 |
| T | 40 - 250 | 162 |
| U | 12 - 250 | 88 |
| V | 50 - 270 | 124 |
| W | 30 - 216 | 91 |
| X | 50 - 348 | 152 |

Table VII. List of Magazines Found in the Classrooms of Interest to Teachers and Children.

| | Number of Teachers | Name of Publication |
|---|---|---|
| 1. | 96 | Junior Red Cross |
| 2. | 72 | Grade Teacher |
| 3. | 67 | Instructor |
| 4. | 56 | Weekly Reader |
| 5. | 52 | National Geographic |
| 6. | 34 | National Safety Education |
| 7. | 31 | Children's Activities |
| 8. | 28 | Story Parade |
| 9. | 21 | Child Life |
| 10. | 19 | Nature Magazine |
| 11. | 15 | Dumb Animals |
| 12. | 11 | American Childhood |
| 13. | 11 | Young America |
| 14. | 10 | Current Events |
| 15. | 8 | Jack and Jill |
| 16. | 8 | School Arts |
| 17. | 6 | Wee Wisdom |
| 18. | 4 | Junior Activities |
| 19. | 3 | Popular Science |
| 20. | 3 | Boy's Life |
| 21. | 3 | Junior Scholastic |
| 22. | 3 | National Geographic Supplement |
| 23. | 3 | Natural History |
| 24. | 3 | Popular Mechanics |
| 25. | 3 | True Comics |
| 26. | 3 | Illustrated History Comics |
| 27. | 2 | Open Road For Boys |
| 28. | 2 | Play Mate |
| 29. | 2 | Plays |
| 30. | 1 | American Boy |
| 31. | 1 | American Girl |
| 32. | 1 | Canadian Nature |
| 33. | 1 | Crusader |
| 34. | 1 | Herald |
| 35. | 1 | Junior Natural History |
| 36. | 1 | St. Nicholas |
| 37. | 1 | Travel |
| 38. | 1 | Young Citizen |

publications used. The five most popular magazines were:

Junior Red Cross News
Grade Teacher
Instructor
Weekly Reader
National Geographic

The third question seeks to find out just how teachers handle the operation of classroom libraries.

> How is your library run? (by children in charge of the care of books and material, yourself, etc. State briefly.

Twenty different classroom library methods were noted and then checked each time they occurred (see Table VIII.) One hundred and seventy-one teachers reported that children acting as librarians are in charge of the classroom book collections. Children with direct teacher supervision (or school librarian) are reported as being responsible for the class libraries. in 83 cases. Fifty-two teachers direct their libraries themselves. The additional seventeen methods are excellent ways in which libraries can be managed. Each has its favorable points. Several were often combined in the same classrooms. These twenty different ways, all successfully tried, are in actual practice giving the children valuable experience in handling and knowing books and becoming familiar with various library methods.

The fourth question asks:

> How do you stimulate interest in the library material? (posters, exhibits, printed comments, by reading portions of stories aloud to the children, etc.)

Table VIII. Number of Teachers Reporting Different Ways of Handling the Classroom Library.

| Number of Teachers | Ways of Handling Classroom Library |
|---|---|
| 171 | Children as librarians in charge |
| 83 | Children with teacher supervision (or school librarian) |
| 52 | Teacher in charge |
| 45 | Children's free choice |
| 24 | Card System |
| 15 | Note book record |
| 12 | Children's own library system |
| 10 | Children keep own informal records |
| 10 | Children keep shelves, tables, etc. tidy; mend books, etc. |
| 7 | Filing system |
| 5 | Library cards |
| 5 | Children read and rate books |
| 4 | Teacher records what children read |
| 3 | Exchange of books |
| 3 | Children in charge of public library books |
| 2 | Building assistant in charge |
| 1 | Blackboard record |
| 1 | Children in charge of recreational books |
| 1 | Teacher in charge of reference books |
| 1 | Teacher in charge of public library books |

Forty different ways of stimulating children's interest in library materials were found and checked each time they appeared in the returns (see Table IX). Two hundred and eleven teachers read stories to their pupils, 86 had their children give oral reports on their library reading, 59 had poster displays, etc. The additional ways for stimulating interest are well worth attention. Methods listed towards the middle or

Table IX. Numbers of Teachers Reporting Different Ways of Stimulating Interest in Library Materials

| Number of Teachers | Ways of Stimulating Interest |
|---|---|
| 211 | Teacher reads portions |
| 86 | Oral reviews and reports |
| 59 | Posters |
| 50 | Written reviews and reports |
| 42 | Children read portions |
| 34 | Discussions |
| 27 | Urge and award State Certificates |
| 24 | Children tell stories or parts |
| 23 | Exhibits |
| 22 | Teacher recommends |
| 20 | Pictures and illustrations |
| 19 | Reference to school work (social studies, science, etc.) |
| 18 | Charts showing books read by each pupil |
| 17 | No need for stimulation |
| 17 | Direct reference |
| 15 | Teacher tells stories or parts |
| 14 | Printed comments |
| 13 | Book jacket displays |
| 13 | Reader's Clubs or Library Clubs |
| 12 | Teacher comments |
| 11 | Children recommend to classmates |
| 11 | Charts or lists of good books |
| 10 | Children comment |
| 10 | Dramatization |
| 9 | Book talks |
| 9 | Bulletin board |
| 9 | Book displays |
| 7 | School Book Fair or Book Week |
| 6 | Discuss pictures |
| 5 | Teacher gives reviews |
| 5 | Conferences with individual pupils |
| 4 | Children's free choice |
| 3 | Teacher instructs in use of library |
| 2 | Refer to stories of holidays, seasons, etc. |
| 2 | File or display of written reports |
| 2 | Children interested in certain authors |
| 2 | Make book jackets for reviews |
| 2 | School librarian gives brief introduction |
| 2 | Correlation with radio ("School of the Air" broadcasts) |
| 1 | Awards prizes |

end do not indicate less value. Rather, they show successful originality on the part of the teacher in seeking new and varied ways of putting the library across.

The last nine questions concern the public library and how they cooperate with the public schools.

How far is your school from the public library?

Because of the variety of answers, some in miles and fractions of miles, some in estimated minutes, and some in numbers of blocks, it was impossible to make any sort of a reliable tabulation of distance.

Does the public library have a children's librarian?

In these towns all teachers reported that the public library had a children's librarian in charge of the children's books: Towns A, B, D, E, F, H, I, J, K, L, N, O, R, S, U, and W. Several teachers showed that they didn't know whether or not the public library had a children's librarian by putting in a question mark or leaving out this question, indicating a lack of familiarity with the public library.

In what way does the public library cooperate with the school?

A list of thirty different ways in which libraries cooperate with schools was made. Each time one of the methods occurred it was checked and a table drawn up according to popularity (see Table X). Two hundred twenty-six public libraries loan books to the public schools, 58 librarians visit the schools, 52 public libraries award state certificates to the

Table X. Number of Teachers Reporting Different Ways in Which the Public Library Cooperates with the Classroom.

| Number of Teachers | Ways of Cooperation |
|---|---|
| 226 | Loans books |
| 58 | Librarian visits school |
| 52 | Awards State Certificates |
| 49 | Talks on new books |
| 48 | Assists children in book selection |
| 46 | Assists children in reference work |
| 30 | Loans magazines, pictures, or book jackets |
| 27 | Regular story hour |
| 25 | Assists in every way possible |
| 18 | Tells stories at school |
| 16 | Exhibits |
| 16 | Helps teacher select material |
| 15 | Will loan books etc. on request |
| 15 | Invites groups and classes to visit library |
| 13 | Teaches use of library materials |
| 13 | Cooperates in school projects |
| 12 | Conducts Book Week |
| 10 | Urges winning State Certificates; checks pupils reports |
| 7 | Bookmobile |
| 7 | Runs contests |
| 6 | Vacation reading club |
| 6 | Provides special teacher's charge |
| 5 | Story Hour in summer |
| 4 | Summer reading lists posted |
| 4 | Posts reading lists |
| 4 | Story Hour during Book Week |
| 3 | Discusses pupils needs with teacher |
| 1 | Gives prizes |
| 1 | Purchases requested books |
| 1 | Story Hour during Christmas Week |

children for reading certain books, etc. The remaining are excellent ways that different public libraries have found successful in dealing with the schools, as reported by the teachers.

Does the public library have a children's story hour?

Many teachers reported that the public library had a story hour only at certain times, such as during Book Week, Christmas week, or during the summer. Several stated or indicated that they did not know. It was not possible to draw up a reliable table as often the answers of teachers in the same town would vary as to whether or not the library held story hours, and if so, when, again indicating a lack of familiarity of some teachers with the work of the public library.

Approximately how many of your pupils attend?

In the towns where the public library conducted a story hour, the grades most interested were the fourth and fifth. The sixth graders seemed to consider themselves a bit too mature, as many teachers stated. In several towns, however grade six had a good representation.

Do you refer children to books in the public library?

Ninety-one percent or 335 of the 368 teachers replied that they did refer their pupils to books in the public libraries. Seventeen reported that they did not. Of these seventeen several teachers noted that the school library was adequate, and a few that the public library was too far distant.

Table XI. Do Teachers Refer Children to Books in the Public Library.

| Towns | Number of Teachers | Yes | No | No Answer |
|---|---|---|---|---|
| A | 19 | 18 | 0 | 1 |
| B | 18 | 16 | 2 | 0 |
| C | 10 | 10 | 0 | 0 |
| D | 14 | 11 | 3 | 0 |
| E | 14 | 13 | 0 | 1 |
| F | 22 | 18 | 1 | 3 |
| G | 16 | 16 | 0 | 0 |
| H | 12 | 12 | 0 | 0 |
| I | 16 | 16 | 0 | 0 |
| J | 10 | 8 | 0 | 2 |
| K | 15 | 13 | 0 | 2 |
| L | 20 | 19 | 1 | 0 |
| M | 24 | 22 | 1 | 1 |
| N | 17 | 17 | 0 | 0 |
| O | 10 | 8 | 1 | 1 |
| P | 18 | 17 | 1 | 0 |
| Q | 12 | 11 | 1 | 0 |
| R | 27 | 26 | 1 | 0 |
| S | 16 | 16 | 0 | 0 |
| T | 10 | 10 | 0 | 0 |
| U | 15 | 12 | 1 | 2 |
| V | 14 | 11 | 1 | 2 |
| W | 8 | 6 | 1 | 1 |
| X | 11 | 9 | 2 | 0 |
| Totals | 368 | 335 | 17 | 16 |

Sixteen teachers made no answer (see Table XI). Having such a large majority of the teachers interested and familiar with the library and its children's books shows a high spirit of cooperation and alertness to the advantages such cooperation can bring.

How many of your classroom library books at the present time are sent from the public library?

The number of public library books in the classrooms varied from 4 to 125. The average was between 25 and 35 books. Several teachers reported that they did borrow books from the public library but at the time of the study had none on hand. Two hundred teachers of the 368, or over half (54%) reported that they did borrow books from the public libraries for their rooms. (see Table XII).

How often do you change the books from the public library?

Teachers changed their books from the public libraries weekly, every two weeks, monthly, every six weeks, two, three, four or five times during the school year, at a change of unit, and as needed.

Who chooses the new books to be sent?

In studying the replies to this question it is found that the ideal way of having books chosen for the classroom (i.e., by cooperation of children, teachers, and librarians) is not at the top (see Table XIII). Arranged according to popularity the results are as follows:

Table XII. Number of Teachers Borrowing Books from the Public Library for Classroom Use.

| Towns | Total Number of Teachers in Town | Teachers Borrowing |
|---|---|---|
| A | 19 | 11 |
| B | 18 | 15 |
| C | 10 | 4 |
| D | 14 | 9 |
| E | 14 | 2 |
| F | 22 | 2 |
| G | 16 | 5 |
| H | 12 | 11 |
| I | 16 | 11 |
| J | 10 | 10 |
| K | 15 | 14 |
| L | 20 | 12 |
| M | 24 | 3 |
| N | 17 | 5 |
| O | 10 | 1 |
| P | 18 | 13 |
| Q | 12 | 3 |
| R | 27 | 23 |
| S | 16 | 9 |
| T | 10 | 9 |
| U | 15 | 5 |
| V | 14 | 10 |
| W | 8 | 6 |
| X | 11 | 7 |
| Totals | 368 | 200 |

Table XIII. Persons Responsible for the Choice of Public Library Books Sent to the Classrooms from the Public Library.

| Town | Number of Teachers Reporting | | | | | | |
|---|---|---|---|---|---|---|---|
| | a* | b | c | d | e | f | g |
| A | 3 | 2 | 0 | 0 | 0 | 8 | 0 |
| B | 0 | 14 | 0 | 0 | 0 | 3 | 1 |
| C | 2 | 0 | 0 | 3 | 0 | 0 | 0 |
| D | 2 | 3 | 0 | 2 | 0 | 4 | 1 |
| E | 2 | 0 | 0 | 3 | 0 | 1 | 0 |
| F | 7 | 0 | 0 | 1 | 2 | 1 | 1 |
| G | 1 | 2 | 0 | 1 | 0 | 0 | 1 |
| H | 0 | 6 | 0 | 1 | 0 | 3 | 0 |
| I | 0 | 8 | 0 | 1 | 0 | 2 | 0 |
| J | 1 | 2 | 3 | 0 | 0 | 3 | 1 |
| K | 1 | 11 | 0 | 0 | 0 | 2 | 1 |
| L | 0 | 3 | 0 | 0 | 0 | 9 | 5 |
| M | 4 | 1 | 1 | 1 | 1 | 2 | 1 |
| N | 0 | 1 | 0 | 0 | 1 | 8 | 1 |
| O | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| P | 0 | 7 | 0 | 0 | 0 | 8 | 1 |
| Q | 1 | 3 | 0 | 0 | 0 | 1 | 0 |
| R | 1 | 16 | 0 | 0 | 0 | 7 | 0 |
| S | 1 | 2 | 3 | 0 | 0 | 2 | 3 |
| T | 1 | 8 | 0 | 0 | 0 | 0 | 0 |
| U | 0 | 4 | 1 | 1 | 0 | 3 | 2 |
| V | 2 | 7 | 0 | 0 | 0 | 2 | 0 |
| W | 2 | 3 | 0 | 0 | 0 | 1 | 0 |
| X | 1 | 1 | 0 | 2 | 0 | 2 | 4 |
| Total | 32 | 104 | 8 | 16 | 4 | 73 | 24 |

*a---Teacher alone
b---Librarian alone
c---Children alone
d---Teacher and children
e---Librarian and children
f---Teacher and librarian
g---Teacher, librarian, and children

| Number of Teachers | |
|---|---|
| 104 | Librarian alone |
| 73 | Teacher and librarian |
| 32 | Teacher alone |
| 24 | Teacher, librarian, and children |
| 16 | Teacher and children |
| 8 | Children alone |
| 4 | Librarian and children |

It is evident that in the majority of cases the librarian chooses books of a certain grade level and sends them to the classrooms of the public schools without knowing the interests, mental ages, or the unit being studied in the grades for which the books are designated. When the teacher and librarian together choose books there is a better selection, as the teacher can make known her needs and the librarian with her wide knowledge can suggest books, supply material, and fill the teacher's requirements. The best selections are made, of course, when all three cooperate, children, teacher, and librarian.

# CHAPTER V

## SUMMARY OF THE STUDY WITH A VIEW TO ITS EDUCATIONAL IMPLICATIONS

The purposes of this investigation were to ascertain the use of books other than textbooks in the intermediate grades and to analyze and interpret the findings. The following procedure was used:

1. Compiling a questionnaire that would adequately discover the information sought.
2. Locating previous research in the field.
3. Selecting Massachusetts cities and towns to be studied. (It was decided to include all cities and towns with a population between 10,000 and 16,000 of which there were twenty-eight.)
4. Sending requests for cooperation to the twenty-eight superintendents.
5. Mailing the required number of questionnaires to the twenty-four cities and towns cooperating.
6. Writing the background material.
7. Tabulating, studying, analyzing, interpreting, and summarizing the data gathered.
8. Distributing summaries of the study to cooperating

superintendents.

The conclusions are based on replies of 368 teachers in twenty-four of the twenty-eight cities and towns asked to cooperate. The gathered data indicates the following:

1. Twenty-seven percent of the chosen Massachusetts cities and towns have separate library rooms in their elementary schools.
2. Ninety-nine percent of the cities and towns have library books and library materials in their classrooms.
3. In 89 percent of all classrooms the children make use of the library and supplementary materials of their own accord.
4. Only 42 percent of the teachers are satisfied with the library collections in their rooms.
5. In 78 percent of the classrooms children are allowed to take home school library books and materials.
6. In over half, or in 54 percent of the classrooms pupils write book reports on their library reading.
7. In over three-fourths, or in 79 percent of the rooms children give oral reports on their library reading.
8. Records and charts of books read by pupils are kept in 51 percent of the classrooms.
9. In 83 percent of the rooms reference books are found.
10. Seventy-nine percent of the teachers give specific class exercises in teaching the use of reference books.
11. Fifty-nine percent of the teachers make use of reading

clubs on reading groups for pleasure or recreational reading.

12. In ninety percent of the classrooms children bring books from home to add temporarily to the library facilities of the classroom.

13. In 38 percent of the rooms diplomas, certificates, letters, or similar awards are given for reading a certain number of library books.

14. Seventy-three of the teachers reporting choose their own new books, 211 seek the aid of supervisors, superintendents, principals, children, and librarians, and 68 have their books chosen for them by librarians or school officials.

15. Most teachers replied that their library facilities were used before school and when assigned work was finished, and that they had no definite time for library reading. Those that did have a regular library period held discussions, heard reports, gave definite library lessons, etc. Classes varied from fifteen minutes to one hour in length.

16. Many teachers did not know how much money was spent yearly on books for their classrooms, nor in some cases where the money came from that was spent. Towns H and I were exceptions, however, each granting the sum of $5 and $10 respectively, to each of its classrooms.

17. Classrooms were supplied with library materials in

the manner following (listed in order of popularity):

School purchases
Public library loans
Basic texts and readers of other series
Annual accumulation of old books, old texts, sample books, etc.
Books loaned by pupils
Teacher purchases

18. Classroom libraries were used for the following purposes (listed in order of popularity):

Recreational reading
Information getting
Supplementing class work
Reference work
Assigned library work

19. In addition to books teachers also have these library materials on hand (listed in order of popularity).

| | Percent |
|---|---|
| Magazines | 88 |
| Pictures | 79 |
| Maps | 77 |
| Pamphlets | 63 |
| Drawings | 33 |
| Charts | 32 |
| Notebooks of stories by children | 22 |
| Museum collections | 20 |
| Miscellaneous | 2 |

20. The numbers of books in classrooms ranged from 12 to 1505. Sixteen, or two-thirds of the towns had an average of over one hundred books in the classrooms. However, mere numbers do not indicate the quality of the literature nor the value of the books to the pupils.

21. A total of 51 different magazines and publications

were found listed by teachers as used by them and the pupils in class work. The five most popular magazines were:

Junior Red Cross News
Grade Teacher
Instructor
Weekly Reader
National Geographic

22. Twenty different methods of handling classroom libraries were discovered. One hundred and seventy-one classrooms have children acting as librarians in charge of the book collections. In 83 rooms children with direct teacher supervision are reported as being responsible for the class libraries. Fifty-two teachers direct their room libraries themselves. The seventeen additional methods are excellent ways in which schoolroom libraries can be managed.

23. Forty different ways of stimulating children's interest in library materials were found. Two hundred and eleven teachers read stories to their pupils, 86 had their children give oral reports on their library reading, 59 had poster displays, etc. Methods listed towards the middle or end of the list of forty do not indicate less value. Rather they show successful originality on the part of the teacher in seeking new and varied ways of putting the library across.

24. Because of the variety of answers, some in miles and

fractions of miles, some in estimated minutes, and some in numbers of blocks, it was impossible to make any sort of a reliable tabulation of distances from the schools to the public libraries.

25. In sixteen, or two-thirds of the towns, every teacher reported that the public library had a children's librarian in charge of children's books. In the remaining towns many teachers showed that they did not know whether or not the public library had a children's librarian, proving a lack of familiarity with the public library.

26. A list of thirty different ways in which public libraries can cooperate with schools was compiled. Two hundred and twenty-six public libraries loan books to the public schools, 58 librarians visit the schools, 52 public libraries award state certificates to the school children for reading a certain number of listed books, etc. The remaining ways reported by teachers are excellent methods that different public libraries have found successful in dealing with the schools.

27. It was not possible to draw reliable conclusions as to whether or not the public libraries had story hours, as often the answers of teachers in the same town would vary. This would seem to indicate lack of

familiarity of some teachers with the work of the public library.

28. In the towns where the public library conducted a story hour, the grades most interested were the fourth and fifth. The sixth graders seemed to consider themselves a bit too mature, as many teachers stated.

29. Three hundred and thirty-five, or 91 percent of the 368 teachers replied that they did refer their pupils to books in the public libraries.

30. The number of public library books in the classrooms varied from 4 to 125. The average was between 25 and 35 books per classroom. Two hundred teachers of the 368, or over half (54 percent) reported that they did borrow books from the public libraries for their rooms.

31. Teachers stated that they changed their books from the public libraries weekly, every two weeks, monthly, every six weeks, two, three, four, and five times during the school year, at a change of unit, and as needed.

32. Arranged according to popularity the results of the question "Who chooses the new library books to be sent," are as follows:

| Number of teachers | |
|---|---|
| 104 | Librarian alone |
| 73 | Teacher and librarian |
| 32 | Teacher alone |
| 24 | Teacher librarian and children |
| 16 | Teacher and children |
| 8 | Children alone |
| 4 | Librarian and children |

## Problems for Further Research

This investigation gives rise to several questions, concerning which future research might well seek information. (1) How would the results of a survey of the classroom libraries in Massachusetts cities and towns of a greater population compare with the conclusions of this study? (2) What can be done to promote greater cooperation between the classroom and the public library? (3) How can the effectiveness of the classroom library be increased for (a) superior children, (b) normal children, and (c) dull children?

# APPENDIX

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State Laws in Massachusetts Affecting School Libraries[1/]

1. Procedures for Establishment--Law silent.
2. Financial Support--Law silent.
3. Administration and Supervision--Law silent.
4. Books
   a. District (towns and municipalities)--Any person found guilty of introducing into a school or "place of education" obscene literature shall be fined or imprisoned or both.
   b. County--(No county unit for school and library purposes).
   c. State--Law silent.
5. Librarians--Law silent.

   Note--Certificates for teachers in state-aided high schools and for superintendents of schools in a superintendency union, are the only two classes of certificates issued by the State Department of Education. In all other instances, local school committees are authorized by law to pass upon the qualifications of teachers and other school employees, The State Department of Education reports that the State of Massachusetts has not adopted regulations for the certification

1/ Edith A. Lathrop, and Ward W., Keesecher, Laws Affecting School Libraries, United States Office of Education, Bulletin No. 7, Government Printing Office, Washington D.C. 1940.

of librarians. (Correspondence, March 17, 1939.)

6. Relationship with State Library Agencies.

   a. District (towns and municipalities)--Law silent.

   b. County--(No county unit for school or library purposes).

   c. State--The commissioner of education is authorized to organize in the Department of Education a division for public libraries.

7. Relationship with Public Libraries--Law silent.

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# BOOK QUESTIONNAIRE

This is a questionnaire to determine the use that children make of books in the schoolroom aside from the regular textbooks. It is being answered by fourth, fifth and sixth grade teachers in all parts of Massachusetts. We think it will not take more than ten minutes of your time. For your cooperation, we are grateful. Please return this to the office of your Superintendent.

W. Linwood Chase,
Boston University School of Education.

Grade:_____ Number of pupils:_____

| SCHOOL LIBRARY (Answer by checking "yes" or "no".) | YES | NO |
|---|---|---|
| 1. Do you have a separate library room in your building? | ___ | ___ |
| 2. Do you have library books and library materials in your classroom? | ___ | ___ |
| 3. Do the children make use of the library and supplementary materials of their own accord? | ___ | ___ |
| 4. Does the library collection in your room satisfy the demands of your pupils for supplementary reading and research? | ___ | ___ |
| 5. Are children allowed to take school library books and materials home? | ___ | ___ |
| 6. Do the children write book reports on their library reading? | ___ | ___ |
| 7. Do the children give oral reports on their library reading? | ___ | ___ |
| 8. Are records of charts kept of books read by pupils? | ___ | ___ |
| 9. Are there reference books in your classroom? | ___ | ___ |
| 10. Do you give specific class exercises in teaching the use of reference books? | ___ | ___ |
| 11. Do you make use of reading clubs or reading groups for pleasure or recreational reading? | ___ | ___ |
| 12. Do the children bring books from home to add temporarily to the library facilities of the classroom? | ___ | ___ |
| 13. Are diplomas, certificates, letters or similar awards given for reading a certain number of library books? | ___ | ___ |

(check the answer or answers-add any not mentioned)

1. Who chooses the new library books for the classroom?

___teacher
___principal
___supervisor
___children
___parents
___superintendent
or_____

2. Do you have a regular library period? (a definite time for library reading.)

___no
___daily
___weekly
___monthly
___two times a week
___three times a week
or_____

a. If you have a regular library period, how long is it?

___10 minutes
___15 minutes
___20 minutes
___½ hour
or_____

3. Approximately how much money does the school spend yearly for your classroom other than text books?

$____ Where does the money come from?_____

4. How is your classroom supplied with library materials? (Number in order of importance the sources of supply.)

___teacher purchases
___school purchases
___basic texts and readers of other series
___public library loans
___books loaned by pupils
___annual accumulation of old books, old texts, sample books, etc.
or_____

5. How is your library used? (Number in order of importance of ways used.)

___recreational reading
___information getting
___reference work
___supplementing class work
___assigned library work
or_____

6. What other library materials have you besides books? (Check.)

___magazines
___maps
___charts
___drawings
___picture collections
___notebooks of stories by children
___museum collections
___pamphelts
or_____

DIRECT ANSWER

1. Approximately how many books classified as library material (including public library books, pupils' own books, supplementary readers, recreational type books, texts not used in regular class work,-not including magazines, scrapbooks, sets of pictures, seat work materials, etc) have you in you room at present? _____

2. State magazines purchased regularly by the school that you use in your class work?

3. How is your library run? (by children in charge of the care of books and material-youself, etc.) State briefly.

4. How do you stimulate interest in the library material? (posters, exhibits, printed comments, by reading portions of stories aloud to the children, etc.) State briefly.

PUBLIC LIBRARY

1. How far is your school from the public library?_____

2. Does the public library have a children's librarian?

3. In what way does the public library cooperate with the school? _____

4. Does the public library have a children's story hour?

5. Approximately how many of your pupils attend?

6. Do you refer children to books in the public library?

7. How many of your classroom library books at the present time are sent from the public library?

8. How often do you change the books from the public library?_____

9. Who chooses the books to be sent? _____

Data from Questionnaire

Page

Page 2

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A 1 | 4 | 9 | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | ✓ | X | ✓ | | | lib | ✓ | | | -- | -- | 2 | | 3 | | 1 | 1 | 3 | 4 | 2 | | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| A 2 | 4 | 29 | X | ✓ | ✓ | X | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | - | - | 4 | 1 | 2 | 3 | 5 | 6 | 4 | 3 | 2 | 1 | 5 | ✓ | ✓ | ✓ | | ✓ | ✓ |
| A 3 | 4 | 36 | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | | | | ✓ | | | - | 0 | | | 3 | 2 | 1 | | 1 | 2 | | 3 | | | ✓ | | ✓ | | |
| A 4 | 4 | 31 | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | | | | ✓ | | | - | 0 | 5 | 1 | 3 | 2 | 4 | | 1 | 2 | | 3 | | ✓ | | | | | ✓ |
| A 5 | 4 | 31 | X | ✓ | ✓ | X | ✓ | X | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | - | - | 2 | | 3 | 1 | 4 | | 1 | 3 | 4 | 2 | | ✓ | | | ✓ | | |
| A 6 | 4 | 30 | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | X | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | - | P | 4 | 2 | 3 | 1 | 5 | 6 | 1 | 2 | 4 | 3 | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| A 7 | 4 | 13 | X | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | - | - | 5 | 1 | 3 | 2 | 4 | 6 | 1 | 2 | | 3 | | ✓ | | ✓ | ✓ | | |
| A 8 | 5 | 34 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | lib | | ✓ | | 20 M | - | | 1 | 5 | 3 | 2 | 4 | 5 | 4 | 2 | 3 | 1 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| A 9 | 5 | 35 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | | | | | | | | | | | | | 1 | 2 | 4 | 3 | | | | | | | |
| A 10 | 5 | 26 | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | | | | ✓ | | | - | - | 4 | 6 | 3 | 2 | 5 | 1 | 2 | 3 | 4 | 1 | | ✓ | ✓ | | ✓ | | ✓ |
| A 11 | 5 | 28 | X | ✓ | ✓ | X | X | X | ✓ | X | ✓ | X | X | ✓ | ✓ | | | ✓ | | ✓ | | | - | - | | | 1 | 2 | 3 | | 3 | 2 | | 1 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A 12 | 5 | — | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | X | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | - | P | 6 | 2 | 3 | 1 | 4 | 5 | 1 | 2 | 4 | 3 | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| A 13 | 5-6 | 26 | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | | | | ✓ | | | - | - | 5 | 1 | 3 | 2 | 4 | 6 | 1 | 2 | 4 | 3 | 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| A 14 | 5-6 | 26 | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | - | 10 | 5 | 1 | 3 | 2 | 4 | 6 | 1 | 2 | 3 | | | ✓ | ✓ | ✓ | | | ✓ |
| A 15 | 6 | 35 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | 10 M | - | S. A. | 6 | 1 | 2 | 4 | 3 | 5 | 1 | 2 | 4 | 3 | 5 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ |
| A 16 | 6 | 36 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | - | - | S A | 5 | 1 | 3 | 2 | 4 | 6 | 1 | 2 | 4 | 3 | 5 | ✓ | ✓ | | ✓ | | ✓ |
| A 17 | 6 | 35 | ✓ | ✓ | ✓ | X | X | X | X | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | - | | S A | 6 | 1 | 2 | 4 | 3 | 5 | 1 | 2 | 4 | 3 | 5 | ✓ | | ✓ | ✓ | | ✓ |
| A 18 | 6 | 27 | X | ✓ | ✓ | ✓ | X | X | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | 10 M | | | 5 | 1 | 3 | 2 | 4 | 6 | 1 | 2 | 4 | 3 | 5 | ✓ | ✓ | | ✓ | | |
| A 19 | 6 | 24 | X | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | X | X | X | ✓ | ✓ | | | | ✓ | | | - | 2 | S. A | 4 | | 2 | 3 | | 1 | 3 | 2 | | 1 | | ✓ | ✓ | ✓ | | ✓ | | ✓ |

Data from Questionnaire

Page 3

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A 1 | 30 | 0 | 17 | 22 | 2 M | Y | 1,4,6 | Y | 0 | Y | 20 | 2 mos | T+L |
| A 2 | 40 | 0 | 17 | 16 | 1/4 M | " | 8,15 | " | 1/2 | " | — | — | — |
| A 3 | 53 | 0 | 2,5 | 5,7,24 | 1 1/4 M | " | 1,4,5,25,26 | " | 8 | " | 20 | each mo | T+L |
| A 4 | 125 | 1 | 3 | 3,5 | 1/2 M | " | 27 | " | 10 | " | 0 | " | T+L |
| A 5 | 75 | 0 | 1 | 9 | 1/3 M | " | 4,6,24 | " | 7 | sel-dom | 0 | — | — |
| A 6 | 125 | 1 | 1 | 16 | 1/4 M | " | 1,2,4,5,8 | " | — | Y | 0 | — | — |
| A 7 | 150 | 2 | 1 | 5 | 2 M | " | 8 | " | — | " | 15 | each mo | T |
| A 8 | 90 | 1 | 3 | 5,9,24 | 1/4 M | " | 1,8,15 | " | — | " | 10 | " | T+L |
| A 9 | — | 1 | — | — | 1/2 M | " | 1 | " | 13 | " | 9 | — | — |
| A 10 | 25 | 1 | 1 | 16 | " | " | 1,4,6,8 | " | 2 | " | 12 | 2 mos | L |
| A 11 | 75 | 0 | 2 | 5,28 | 1 1/2 M | " | 4,5,6 | " | 6 | " | 0 | — | — |
| A 12 | 120 | 1 | 1 | 10 | 1/4 M | " | 4,5,6 | " | — | " | 0 | each mo | L |
| A 13 | 50 | 0 | — | 5 | 1 1/4 M | " | 1,8 | " | 6 | " | 10 | " | T+L |
| A 14 | 25 | 0 | 1 | 5 | 2 M | " | 4,5,6,8,19 | " | 13 | " | 15 | " | T |
| A 15 | 40 | 0 | 3 | 1,5 | 1/2 M | " | 4,5,6,8 | " sum | 12 | " | 12 | 2 wks | T+L |
| A 16 | — | 1 | 2 | 1,2,5 | " | " | 1,24 | " sum | — | " | 0 | — | T+L |
| A 17 | 30 | 0 | 17 | 1,5,24 | " | " | 4,5,6,8 | " | 12 | " | 4 | each mo | T |
| A 18 | — | — | 1 | — | 1/4 M | " | 8,27,28 | " | 20 | " | 0 | — | — |
| A 19 | 75 | — | 3 | — | 1 1/4 M | " | 5,34 | " | 12 | — | 10 | each mo | T+L |

Magazine Tabulations

| | Classrooms A | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
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| 1 | Magazines | | | | | | | | | | | | | | | | | | | |
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| 14 | Grade Teacher | | | | | | | ✓ | | | | | | | | | | | | |
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| 16 | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | |
| 18 | Instructor | | | | ✓ | | | ✓ | | | | | | | | | | | | |
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| 21 | | | | | | | | | | | | | | | | | | | | |
| 22 | Junior Red Cross | | | | | | ✓ | | ✓ | | ✓ | | ✓ | | | | ✓ | | | |
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| 38 | Story Parade | | | | | | | | | ✓ | | | | | | | | | | |
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Data from Questionnaires

| | Page 1 | | | | | | | | | | | | | | | | | | Page 2 | | | | | | | | | | | | | | | | | | |
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| B 1 | 4 | 34 | X | √ | √ | X | √ | X | — | X | √ | X | X | √ | X | | | √ lib | √ | | | — | — | 5 | 3 | 4 | 2 | 1 | | 1 | 2 | | | | √ | √ | | | √ | | |
| B 2 | 4 | 25 | X | √ | √ | √ | √ | X | √ | X | X | X | X√ | √ | X | √ | | | | √ | | 15 M | — | 6 | 5 | 2 | 3 | 4 | 1 | 1 | 3 | 4 | 2 | 5 | √ | | | | √ | | √ |
| B 3 | 4 | 35 | X | √ | √ | √ | √ | X | X | √ | √ | X | √ | √ | X | √ | | √ | lib | √ | | | — | 0 | √ | | √ | √ | √ | √ | 1 | 2 | | | | √ | √ | √ | √ | √ | | √ |
| B 4 | 4 | 30 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | | | | √ | 30 M | — | √ | | √ | | √ | √ | 1 | 3 | | 2 | | √ | √ | | √ | √ | √ | | √ |
| B 5 | 4 | 20 | X | √ | √ | √ | X | X | X | X | X | X | X | √ | X | | | √ lib | √ | | | — | — | | 2 | | 3 | 1 | | 1 | 2 | | | | √ | | | | | | |
| B 6 | 4 | 19 | X | √ | √ | √ | X | X | X | X | X | X | X | X | X | | | lib | √ | | | — | ? | | | | | 1 | 2 | 1 | | | | | | | | √ | √ | | | |
| B 7 | 4/5 | 28 | X | √ | √ | √ | X | X | X | X | √ | √ | √ | √ | X | | | | | | √ | 20 M | — | | 4 | | 1 | 2 | 3 | 1 | 2 | 3 | | | √ | √ | | √ | √ | | | √ |
| B 8 | 5 | 30 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | √ | | | — | — | 3 | 4 | 6 | 5 | 1 | 2 | 1 | 2 | 3 | 5 | 4 | √ | √ | √ | √ | √ | | √ | √ neuve |
| B 9 | 5 | 41 | X | √ | √ | X | X | √ | √ | √ | X | X | √ | √ | X | | | Ch L | √ | | | — | — | 2 | | | 4 | 1 | 3 | 3 | 1 | | 2 | | √ | √ | √ | √ | √ | √ | | √ |
| B 10 | 5 | 26 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | √ | | | √ | 30 M | — | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| B 11 | 5/6 | 37 | X | √ | √ | X | √ | X | √ | X | √ | √ | √ | X | X | | | √ Ch L | √ | | | — | — | | 1 | | | 2 | | 1 | 4 | 2 | 3 | 5 | √ | √ | √ | √ | √ | √ | √ | √ |
| B 12 | 5/6 | 30 | X | √ | √ | X | X | X | X | X | √ | X | √ | √ | X | | | lib | √ | | | — | ? | | | | | 1 | 2 | 1 | | 2 | | | | | | | √ | | | √ |
| B 13 | 5/6 | 28 | X | √ | √ | √ | X | X | X | X | √ | √ | X | √ | X | | | √ lib | √ | | | — | — | | 2 | | 3 | 1 | | 1 | 2 | 3 | 4 | | √ | | | | | | | |
| B 14 | 5/6 | 29 | X | √ | √ | X | X | √ | √ | X | √ | √ | √ | √ | X | | | √ | | | √ | 30 M | — S. B. | | 4 | | 1 | 2 | 3 | 3 | 1 | 2 | 4 | | √ | √ | √ | | √ | | | √ |
| B 15 | 5/6 | 39 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | | | — | — | √ | √ | √ | √ | √ | √ | 1 | 2 | 3 | | | √ | √ | √ | √ | √ | | | √ |
| B 16 | 6 | 25 | X | √ | √ | X | √ | X | √ | √ | √ | X | √ | X | √ | | | √ | | | √ | 30 M | — | | 3 | 2 | 4 | 1 | | 1 | 2 | | | 3 | √ | √ | | | √ | | | |
| B 17 | 6 | 37 | X | √ | √ | √ | X | √ | √ | X | √ | √ | X | √ | X | √ | | | √ | | | — | 0 | √ | | √ | √ | √ | √ | 1 | 2 | 3 | 4 | | √ | √ | | | √ | | | √ |
| B 18 | 6 | 28 | X | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | X | √ | | √ | √ | | | — | — | | | | | 1 | 2 | 1 | 2 | 3 | 4 | | √ | √ | √ | √ | √ | √ | | Poeme neuve |
| C 1 | 4 | 26 | X | √ | √ | X | √ | X | √ | X | X | X | X | √ | X | √ | √ | | √ | | | — | — | 3 | 1 | 2 | 4 | | 5 | 1 | 2 | | | | √ | √ | | √ | √ | | | |
| C 2 | 4 | — | X | √ | √ | X | √ | X | X | √ | — | √ | √ | √ | X | √ | | √ | | | √ | 45 min | — | 3 | 2 | 1 | 4 | 5 | 6 | 2 | 1 | 3 | 4 | 5 | | √ | √ | √ | √ | √ | | |
| C 3 | 4 | 14 | X | √ | √ | X | √ | √ | √ | X | X | √ | X | √ | X | √ | | | | | | — | 5 S. B | 2 | 1 | 4 | 5 | | 3 | 1 | 2 | 3 | 4 | 5 | √ | √ | | | | | | √ |
| C 4 | 4/5 | 21 | X | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | X | √ | | | √ | √ | | 30 M | 5 S. B | 4 | 1 | 5 | 6 | 3 | 2 | 1 | 2 | 3 | 4 | 5 | √ | √ | | √ | √ | √ | | √ |
| C 5 | 5 | 32 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | X | X | √ | | | √ | √ | | 30 M | 5 S. B | 4 | 1 | 2 | 3 | | | 1 | | 3 | 2 | | √ | √ | | √ | √ | | | |
| C 6 | 5 | 26 | X | √ | √ | X | √ | √ | √ | X | X | X | √ | √ | X | √ | | | | | | — | 5 T A | | 1 | | 2 | | 3 | 1 | | | | | | | | | | | | |
| C 7 | 5 | 19 | X | √ | √ | X | √ | √ | √ | √ | X | √ | X | √ | X | √ | | | | | | — | 5 S. B. | 2 | 1 | 4 | 5 | | 3 | 1 | 2 | 3 | 4 | 5 | √ | √ | | | | | | √ |
| C 8 | 6 | — | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | | | √ | | | — | 5 S. B | 6 | 1 | 2 | 3 | 4 | 5 | 1 | 3 | 4 | 2 | 5 | | | | | √ | | | √ |
| C 9 | 6 | 29 | X | √ | √ | X | √ | √ | √ | X | X | √ | √ | √ | X | √ | | √ | √ | | | 30 M | 5 | | 1 | | | 2 | 3 | 1 | 2 | | | 3 | √ | √ | | | √ | | | √ |
| C 10 | 6 | 28 | X | √ | √ | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | | | √ | | | 30 M | 5 S. B. | 5 | 3 | 4 | 6 | 1 | 2 | 1 | 4 | 2 | 3 | 5 | √ | √ | | | √ | | | |

1. Branch of public library in the school.

Data from Questionnaire

Page 3

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| B 1 | 80 | 1 | 5,17 | 5,7 | 1 M | Y | 1 | Y | 5 | Y | 25 | 2 mos | L |
| B 2 | 65 | 1 | 3 | 9,10 | 2 M | " | 14,15 | " | — | N | 0 | — | L |
| B 3 | 116 | 1 | 1 | 5,26 | 1/4 M | " | 1 | " | 5 | Y | 25 | 2 mos | Ch L |
| B 4 | 100 | 4 | 17 | 5,20,25 | 2 min | " | 1 | " | 3 | " | 25 | every mo | T+L |
| B 5 | 70 | 0 | 2,17 | — | 3 M | " | 14,15 | " | 2 | " | 25 | 2 mos | L |
| B 6 | — | 0 | 17 | 16 | 1/2 M | " | 1,4,5,6,23 | " | 10 | N | 25 | " | L |
| B 7 | 75 | 0 | 1 | 8,13 | 1/2 M | " | 1,11 | " | 10 | Y | 25 | each mo | Ch L |
| B 8 | 175 | 1 | 1,7,18 | 1,2,5,6,9,10 | 1 M | " | 1,4,5,6,23 | " | 5 | " | 25 | 2 mos | L |
| B 9 | 75 | 2 | 1,4 | 5,30 | 2 min | " | 1 | " | 31 | " | 25 | each mo | Ch L |
| B 10 | 80 | 1 | 2 | 1,2,5 | 1 M | " | 1 | " | 20 | " | — | each week | L.Ch.T |
| B 11 | 75 | 0 | 5,17 | 5,6 | — | " | 1 | " | 20 | " | 25 | 2 1/2 mos | Ch L |
| B 12 | 100 | 0 | 17 | 16 | 1/2 M | " | 4,5,6,17,23 | " | 2 | " | 25 | 2 mos | T+L |
| B 13 | 80 | 0 | 4,17 | 5 | 3 M | " | 14,15 | " | — | " | 25 | " | L |
| B 14 | 100 | 0 | 1 | 9,10,32 | 1/2 M | " | 1,4,5,6 | " | 15 | " | 25 | each mo | Ch.L |
| B 15 | 80 | 4 | 17 | 5,8 | 2 min | " | 4,5,10,11,23 | " | 4 | " | 60 | 2 mos | ChL+T |
| B 16 | 75 | 1 | 2,5 | 3,5,30 | 2 M | " | 1,4,6 | " | 0 | " | 30 | each mo | L |
| B 17 | 100 | 0 | 2 | 5 | 1/4 M | " | 1,4,6,10 | " | 30 | " | 0 | " | L |
| B 18 | 185 | 1 | 1,~~6,9,10~~ | 1,6,9,10 | 1 M | " | 4,5,23 | " | 15 | " | 25 | 2 mos | L |
| C 1 | — | — | — | — | — | N | 1 | N | — | Y | — | — | — |
| C 2 | 300+ | — | 4 | 3,4,5,6,17,32 | 1/4 M | Y | 1,14,15 | Y | — | " | 9 | each mo | T |
| C 3 | 100 | — | — | — | 1 M | N | — | N | — | " | — | — | — |
| C 4 | 200 | 5 | 1,4 | 9,10,18 | 1/8 M | " | 1,14,15 | Y | 6 | " | 6 | 1/2 mo | T+Ch |
| C 5 | 200 | 1 | 1 | 9,10,20 | 1/2 M | " | 27 | N | — | " | — | — | — |
| C 6 | 140 | — | 3 | — | 1/4 M | " | — | — | — | " | 0 | — | — |
| C 7 | 155 | — | — | — | 1 M | " | — | N | — | " | — | — | — |
| C 8 | 250 | 1 | 1 | 5,17 | 1/2 M | Y | 1,4,14,15 | " | — | " | 22 | each mo | T |
| C 9 | — | 1 | 1 | 1,5 | 1/4 M | " | 1 | Y | — | " | 0 | — | Ch+T |
| C 10 | — | 1 | 1,4 | 1,5,18 | 1/8 M | N | 1,15 | " | 8 | " | 12 | 1/2 mo | Ch+T |

# Magazine Tabulations

| Magazines | B Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | C Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 7 Child Life | | | | *✓ | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | ✓ | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
| 10 Crusader | | | | | | | | | | | | | | | | | | | | | | 2✓ | | | | | | |
| 11 Current Events | | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | |
| 12 Dumb Animals | | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | | | | ✓ | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
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| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 Jack and Jill | | | | | | | | | | | | | | | | | | | | | | *✓ | | | | | | |
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| 22 Junior Red Cross | ✓ | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | | | | | | ✓ | | | | *✓ | ✓ | | | | | |
| 23 Junior Scholastic | | | | | | | | | | | | | | | | | | | | | | | | | | 3✓ | | |
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| 25 National Geographic | | | | | | | | | | | | | | | | | | | | | | | | | | | ✓ | |
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| 28 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 Open Road for Boys | | | | | | | | | | | | | | | | | | | | | | | | | | | | ✓ |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 Playmates | | | | *✓ | | | | | | | | | | | ✓ | | | | | | | *✓ | | | | | | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 Wee Wisdom | | | | | | | | | | | | | | | | | | | | | | *✓ | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

* Teacher Purchases  2 Gift
3. Pupils subscription

# Data from Questionnaire

## Page 1

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| D 1 | 4 29 | X | √ | √ | √ | X | √ | √ | X | X | X | X | √ | X | | √ | | √ | | | √ | | | | |
| D 2 | 4 16 | √ | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | √ | | √ | | | | | | | |
| D 3 | 4 21 | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | | √ | | | | √ | | | | |
| D 4 | 4 – | X | √ | √ | X | √ | X | √ | X | √ | √ | X | √ | X | √ | | √ | | √ | | | | | | |
| D 5 | 4 21 | √ | √ | √ | √ | √ | – | √ | – | √ | √ | – | √ | – | √ | | √ | | | | √ | | | | |
| D 6 | 5 25 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | lib | | | √ | | | | |
| D 7 | 5 23 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | | √ | | √ | | | | | | |
| D 8 | 5 24 | √ | √ | √ | X | X | X | X | X | √ | X | X | X | X | | | | √ | √ | | | | | | |
| D 9 | 5 31 | X | √ | √ | √ | X | X | √ | √ | X | √ | X | √ | X | √ | | | lib | √ | | | | | | |
| D 10 | 5 – | √ | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | √ | | √ | | | | | | | |
| D 11 | 6 32 | √ | √ | √ | X | √ | X | √ | X | √ | √ | √ | √ | X | | | | √ | | √ | | | | | |
| D 12 | 6 35 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | | √ | | √ | √ | | | | | | |
| D 13 | 6 26 | X | √ | √ | X | √ | X | X | X | √ | √ | X | X | X | | | | | √ | | | | | | |
| D 14 | 6 24 | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | | √ | | lib | | √ | | | | | |
| E 1 | 4 39 | X | √ | √ | √ | √ | √ | √ | √ | √ | X | X | X | X | √ | | [2]√ | | √ | | | | | | |
| E 2 | 4 36 | X | √ | √ | X | √ | X | √ | √ | √ | X | X | √ | X | √ | | | | √ | | | | | | |
| E 3 | 4 40 | X | √ | √ | X | √ | X | X | X | √ | X | X | √ | X | | | | √ | √ | | | | | | |
| E 4 | 4 37 | X | √ | √ | X | X | X | X | X | X | X | X | √ | X | √ | | | √ | √ | | | | | | |
| E 5 | 4/5 35 | X | √ | √ | X | X | X | √ | √ | √ | √ | X | √ | X | √ | | | √ | | | √ | | | | |
| E 6 | 5 36 | X | √ | √ | X | X | X | X | √ | X | √ | X | √ | X | √ | √ | | | √ | | | | | | |
| E 7 | 5 29 | X | √ | √ | X | X | X | X | X | √ | √ | X | √ | X | √ | | | √ | √ | | | | | | |
| E 8 | 5 37 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | | | √ | | √ | | | | | |
| E 9 | 5 44 | X | √ | √ | X | X | X | – | X | √ | √ | √ | √ | X | √ | √ | | √ | √ | | | | | | |
| E 10 | 6 29 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | √ | | √ | | | | | | |
| E 11 | 6 37 | X | √ | √ | X | X | √ | √ | X | √ | X | √ | √ | X | √ | √ | | | | √ | | | | | |
| E 12 | 6 36 | X | √ | √ | √ | X | √ | X | X | √ | √ | X | √ | X | √ | | | | √ | | | | | | |
| E 13 | 6 30 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | √ | | √ | | | | | |
| E 14 | 6 30 | X | √ | √ | √ | X | √ | √ | X | √ | √ | X | √ | √ | √ | | √ | | √ | | | | | | |

1. Branch of public library in school
2. Gifts

## Page 2

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| D 1 | 4 29 | 20 M | $20 | S B | 6 | 1 | 5 | 2 | 3 | 4 | 1 | 3 | 5 | 2 | 4 | √ | | | | | | | √ | | |
| D 2 | 4 16 | 2 WK 20 M | – | | | 2 | 1 | | | | 1 | | | 2 | | √ | √ | | | √ | | | √ | | |
| D 3 | 4 21 | 20 M | ? | T | 6 | 4 | 3 | 2 | 1 | 5 | 1 | | | 2 | | | √ | | | √ | | | √ | | |
| D 4 | 4 – | – | – | S D | | 2 | 1 | 5 | 3 | 4 | 1 | 3 | 4 | 2 | 5 | √ | √ | √ | √ | √ | | √ | √ | | |
| D 5 | 4 21 | 15 M | – | | | | | 2 | 1 | 3 | 1 | | 2 | | | √ | √ | | √ | √ | | | | | |
| D 6 | 5 25 | 30 M | ? | T | 6 | 4 | 3 | 2 | 1 | 5 | 1 | 3 | 4 | 2 | | | √ | | | √ | | | √ | | |
| D 7 | 5 23 | – | ? | S D | | 2 | 1 | 5 | 3 | 4 | 1 | 3 | 4 | 2 | 5 | √ | √ | √ | √ | √ | √ | √ | √ | | |
| D 8 | 5 24 | – | – | | 4 | 3 | 1 | 2 | 5 | 6 | 5 | 1 | 2 | 3 | | √ | √ | √ | | √ | | √ | √ | | |
| D 9 | 5 31 | – | $10 | S B | 5 | 3 | 4 | 2 | 1 | 6 | 1 | 4 | 3 | 2 | | √ | √ | √ | √ | √ | | | √ | | |
| D 10 | 5 – | 2 WK 20 M | – | | | 2 | 1 | | | | 1 | | | 2 | | √ | | | | √ | | | √ | | |
| D 11 | 6 32 | 30 M | ? | S D | | 4 | 1 | 3 | 2 | 5 | 2 | 4 | | 1 | 3 | √ | | | | √ | | | √ | | |
| D 12 | 6 35 | – | – | | 6 | 2 | 1 | 3 | 4 | 5 | 1 | 3 | 4 | 2 | | √ | √ | | | √ | | | √ | | |
| D 13 | 6 26 | – | – | | | | 1 | 2 | | | | 1 | 2 | 3 | | | √ | | | √ | | | | | |
| D 14 | 6 24 | 10 min | ? | T | 6 | 4 | 3 | 2 | 1 | 5 | 1 | | 3 | 2 | | | √ | | | √ | | | √ | | |
| E 1 | 4 39 | – | $5 | 2 P T A | 4 | 1 | 3 | 2 | 6 | 5 | 1 | 3 | 4 | 2 | 5 | √ | √ | √ | √ | √ | | √ | √ | film slides | |
| E 2 | 4 36 | – | ? | S. D | 1 | 0 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | | √ | √ | | | √ | √ | √ | √ | | |
| E 3 | 4 40 | – | – | | | | 1 | | | 2 | 1 | 3 | | | | √ | | | | √ | | | | | |
| E 4 | 4 37 | – | 0 | | 1 | 5 | 3 | 4 | 6 | 2 | 1 | 2 | 4 | 3 | | √ | √ | | | √ | | | √ | | |
| E 5 | 4/5 35 | 20 min | $10 | PT SD | 2 | 3 | 6 | 5 | 7 | 4 | PTA 1 | 1 | 2 | 4 | 3 | 5 | √ | √ | √ | √ | √ | √ | √ | √ | |
| E 6 | 5 36 | – | ? | | | 1 | 3 | 2 | | 4 | 1 | | | | | | √ | √ | | | | | | √ | |
| E 7 | 5 29 | – | 0 | | 1 | 6 | 3 | 5 | 4 | 2 | 1 | 3 | 4 | 2 | 5 | √ | √ | | √ | √ | | √ | √ | |
| E 8 | 5 37 | 40 min | – | | 4 | 3 | 2 | 1 | 5 | 6 | 2 | 3 | 4 | 1 | | √ | √ | | | √ | √ | √ | √ | | |
| E 9 | 5 44 | – | – | | 1 | 3 | | 2 | 4 | | 1 | | 3 | 2 | | √ | √ | √ | √ | √ | | | | | |
| E 10 | 6 29 | – | ? | | 5 | 6 | 1 | 2 | 4 | 3 | 1 | | 2 | 3 | | √ | √ | | | √ | | | | √ | slides |
| E 11 | 6 37 | 30 min | – | | | | 1 | 2 | 4 | 3 | 1 | 3 | 4 | 2 | 5 | √ | | | | √ | | | √ | | |
| E 12 | 6 36 | – | $7 | S B | | 1 | | | | | 3 | 2 | 1 | 4 | 5 | | √ | | | | | | | | |
| E 13 | 6 30 | 20 min | $10 | P T A | 1 | 5 | 4 | 2 | | 3 | 3 | 2 | 1 | 4 | 5 | √ | √ | | √ | √ | | | √ | | |
| E 14 | 6 30 | – | $10 | P T A | 2 | 3 | 4 | | | 1 | 3 | 2 | 1 | 4 | 5 | √ | √ | | | √ | | | √ | | |

Data from Questionnaire
Page 3

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| D 1 | 60 0 | 1 | 5 | 1/8 M | Y | 1, 13 | Y | 14 | Y | 8 | change of unit | T |
| D 2 | 105 3 | 2 | 5 | 2 M | " | 14, 15 | N | — | N | 0 | — | — |
| D 3 | 100 2 | 3 | 1, 23, 24 | 1/2 M | " | 1, 4, 5, 6, 23 | Y | 12 | Y | 30 | 3 mos | Ch L+T |
| D 4 | 125 0 | 2 | 5 | 1/4 M | " | 14, 15, 17 | " | ? | " | 31 | change of unit | " |
| D 5 | 75 1 | 1 | 5 | 1/2 M | " | 1 | " | 10 | " | 25 | 3 mos | L.T. Ch |
| D 6 | 100 2 | 3 | 23, 24 | " | " | 1 | " | 17 | " | 30 | " | L+T |
| D 7 | 125 0 | 2 | 5 | 1/4 M | " | 14, 15, 17, 28 | " | ? | " | 30 | 5 mos | T |
| D 8 | 60 0 | 3 | — | 1/2 M | " | 4, 5, 6 | " | — | " | 0 | — | T+L |
| D 9 | 50 2 | 1, 18 | 5, 9, 10, 20, 23 | 10 min | " | 1, 2 | " | 20 | " | 32 | 4 mos | T+L. |
| D 10 | 105 3 | 3 | 13 | 2 M | " | 14, 15 | N | — | N | 0 | — | — |
| D 11 | 110 1 | 2 | 5, 9, 10 | 1/2 M | " | 1, 21 | " | — | Y | 0 | each week | L |
| D 12 | 200 1 | 2 | 7, 8, 9, 10 | 10 min | " | 1, 14, 15 | Y | 30 | " | few | — | T+Ch |
| D 13 | 50 0 | 1, 4 | — | 1/4 M | " | 1 | — | — | N | 0 | — | L |
| D 14 | 150 2 | 3 | 23, 24 | 1/2 M | " | 1, 4, 5, 6 | Y | 18 | Y | 36 | 3 mos | Ch L |
| E 1 | 100 4 | 1, 4 | 9, 20, 23 | 1/4 M | Y | 1 | N | — | Y | 0 | — | — |
| E 2 | 66 0 | 2 | 2, 5 | 1/2 M | " | 1 | " | — | " | 8 | each mo | Ch+T |
| E 3 | — — | 2 | 5 | " | " | 1 | " | 0 | — | 0 | — | — |
| E 4 | — 0 | 17 | — | 5 min | " | 14, 15 | " | — | Y | 0 | — | — |
| E 5 | 100 3 | 17 | 5, 26, 34 | 1/4 M | " | 3 | " | — | " | 0 | — | T |
| E 6 | 50 0 | 3 | 5, 26 | 5 min | " | 1, 28, 29 | " | — | " | 0 | — | — |
| E 7 | 100 0 | 17 | 13 | " | " | 14, 15, 28, 30 | " | — | " | 0 | — | T |
| E 8 | 200 0 | 17 | 9, 10, 11 | 1/2 M | " | 3, 8, 9 | " | — | " | 8 | 1/2 mo | T+L |
| E 9 | 100 3 | 17 | — | " | " | — | " | 0 | " | 0 | — | — |
| E 10 | 187 2 | 1, 5, 18 | 17, 40 | 5 min | " | 1, 2 | " | — | " | 0 | bi-weekly | Ch+T |
| E 11 | 150 0 | 1, 18 | 5, 6, 7 | " | " | 1 | " | — | " | 0 | each mo | Ch+T |
| E 12 | 13 0 | 17 | 29 | 10 min | " | — | " | — | " | 0 | — | — |
| E 13 | — 1 | 17 | 11 | 3 1/4 M | " | 14, 15 | ? | — | " | 0 | — | — |
| E 14 | — 1 | 17 | 9, 10 | 1 M | " | — | — | — | " | 0 | — | — |

# Magazines - Tabulation

| | D Classrooms | | | | | | | | | | | | | E | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 American Childhood | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Child Life | | | | | | | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | | | | | | | | | | | | ✓ | | | | ✓ | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Current Events | | | | | | ✓ | | | | | ✓ | | | ✓ | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | | | | | | | | | | | | | | | | | | | ✓ | | | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 Instructor | | ✓ | | | | | | | ✓ | ✓ | | | | | | | | | ✓ | | | | ✓ | | | | | ✓ |
| 19 Jack and Jill | | | | | | | | | | | | | | | ✓ | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | ✓ | ✓ | | ✓ | ✓ | | | | ✓ | | ✓ | | ✓ | | | | | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 National Geographic | | | | | | | | | *✓ | | | | | | | | | | | | | | | 2✓ | | | | ✓ |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 Plays | | ✓ | | | | | | | | ✓ | | | | | | | | | | | | | | | | | | |
| 44 Canadian Nature | | | | | | | | | | | | | | | | | | | | | | | ✓ | | | | | |
| 45 Travel | | | | | | | | | | | | | | | | | | | | | | | | 2✓ | | | | |

* Teacher Purchases
2. Gift

# Data from Questionnaire

## Page 1

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| F 1 | 4 13 | X | √ | √ | √ | √ | X | X | X | √ | √ | √ | √ | X | √ | √ | √ | | √ visiting teacher |
| F 2 | 4 18 | X | √ | √ | √ | X | X | X | X | √ | √ | X | √ | X | √ | | | | √ |
| F 3 | 4 – | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] X | √ | | √ | | |
| F 4 | 4 26 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] X | √ | √ | | | √ visiting teacher |
| F 5 | 4 15 | X | √ | √ | X | X | X | √ | √ | X | √ | X | √ | √ | √ | | √ | | √ visiting teacher |
| F 6 | 4 – | X | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | X | √ | | | | lib |
| F 7 | 4 5 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | √ | | |
| F 8 | 4 26 | X | √ | √ | √ | X | √ | √ | √ | √ | √ | X | √ | X | √ | | | | |
| F 9 | 5 27 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | X | X | X | √ | | | | |
| F 10 | 5 15 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | | √ | | |
| F 11 | 5 27 | X | √ | √ | √ | √ | √ | X | X | √ | √ | X | √ | X | √ | | | | √ |
| F 12 | 5 20 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | [2] X | √ | √ | | | √ visiting teacher |
| F 13 | 5 36 | X | √ | √ | √ | √ | X | √ | √ | X | √ | X | √ | X | √ | | | | |
| F 14 | 5 – | X | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | X | – | – | – | – | – – |
| F 15 | 5 2 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | √ | | |
| F 16 | 5/6 20 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | X | X | √ | √ | √ | | |
| F 17 | 6 4 | X | √ | √ | √ | √ | X | √ | X | √ | √ | X | √ | X | √ | | √ | | |
| F 18 | 6 17 | X | √ | √ | √ | √ | √ | X | X | √ | √ | X | √ | X | √ | | | | |
| F 19 | 6 25 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | | | | | |
| F 20 | 6 30 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] X | √ | √ | √ | | |
| F 21 | 6 28 | X | √ | √ | √ | √ | X | √ | X | √ | √ | X | √ | X | √ | | | √ | |
| F 22 | 6 – | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | | √ | |

1. Double grade 3 and four (24 pupils in all)
2. Public Library offers reading awards

## Page 2

| | | | | | | | | | | | | | | | | | | | |
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| F 1 | – | ? | T A | 1 | 2 | 3 | | 4 | | 1 | 3 | | 2 | | √ | √ | | √ | |
| F 2 | – | #5 | | | 1 | 2 | 3 | 4 | | 3 | 2 | 1 | | | √ | √ | | √ | √ |
| F 3 | 30 Mun | ? | S A | | 1 | 2 | | 3 | | 1 | 2 | 3 | 4 | 5 | √ | √ | √ | √ | √ | √ | √ | √ |
| F 4 | 30 M | ? | S A | | 1 | 2 | | 3 | 4 | P A | 3 | 4 | 2 | 1 | √ | √ | √ | √ | √ | √ | √ | √ |
| F 5 | – | – | | 3 | 2 | | | 4 | | | 1 | | | | √ | √ | | | | | | |
| F 6 | 15 M | – | | | 1 | 3 | 4 | | 2 | | 3 | 1 | | 2 | 4 | √ | √ | √ | | √ | | √ | √ |
| F 7 | 15 M | – | | | 1 | | | | | | 1 | 2 | 3 | 4 | | √ | √ | √ | √ | | | | |
| F 8 | – | #10 | S A | 1 | 2 | | | 4 | 3 | | 1 | 3 | 4 | 2 | | √ | √ | | | √ | | | |
| F 9 | – | – | | | √ | | | | | | 1 | | 2 | | | | | | | | | | √ |
| F 10 | 20 M | ? | T A | 5 | 1 | 2 | 6 | 3 | 4 | | 5 | 1 | 3 | 2 | 4 | √ | √ | √ | | √ | | | √ |
| F 11 | 30 M | ? | T A | | √ | √ | | √ | √ | | √ | √ | | | | √ | √ | √ | | √ | √ | | √ |
| F 12 | 30 M | ? | S A | | 1 | 2 | | | 3 | P A | 3 | 4 | 2 | 1 | | √ | √ | √ | √ | √ | √ | √ | √ |
| F 13 | – | #3 | T A | | 1 | | | | 2 | | 1 | | 2 | | | √ | √ | √ | | | | | |
| F 14 | – – – – – – | | | | | | | | | | | | | | | | | | | | | | |
| F 15 | 15 M | – | | | 1 | | | | | | 1 | 2 | 3 | 4 | | √ | √ | √ | √ | | | | |
| F 16 | 20 M | – | T A | 3 | 1 | 2 | 5 | | 4 | | 3 | 2 | | 1 | 4 | √ | √ | | | √ | √ | | |
| F 17 | 15 M | – | | | 1 | | | | | | 1 | 2 | 3 | | | √ | √ | √ | | | | | |
| F 18 | 20 M | #12 | T A | | 1 | 2 | 3 | | 5 | | 3 | 2 | 4 | 5 | 1 | √ | √ | √ | | √ | | | √ |
| F 19 | 30 M | – | T A | | | 1 | 2 | | 3 | | 1 | 2 | 3 | 4 | 5 | √ | √ | √ | | √ | | √ | √ |
| F 20 | 30 M | ? | S A | | | √ | | √ | √ | | 3 | 4 | 2 | 1 | | √ | √ | √ | √ | √ | √ | √ | √ |
| F 21 | – | #10 | S A | 3 | 1 | | | 4 | 2 | | 1 | 3 | 2 | 4 | | √ | √ | | | √ | | | |
| F 22 | – | ? | T A | 2 | 1 | 3 | | 5 | 4 | | 3 | 1 | 2 | 4 | 5 | √ | √ | √ | √ | √ | √ | √ | √ visual aids |

# Data from Questionnaire

Page 3

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| F 1 | 200 | 1 | 1 | 1, 22 | 1/2 M | Y | 7 | Y | Xmas | — | Y | — | — | — |
| F 2 | 200 | 0 | 3 | 1, 5, 6, 11 | " | " | 3 | " | | — | " | 12 | 1 1/2 mo | T + Ch |
| F 3 | 400 | 2 | 3 | 2, 9, 10, 29 | 1/8 M | " | 1, 27 | " | | — | " | 0 | each mo | T |
| F 4 | 478 | 4 | 3 | 9, 10, 14, 29 | " | " | 1, 2 | " | | 10 | " | 0 | " | T |
| F 5 | — | 2 | 13, 17 | 24 | — | " | 1, 4, 5, 8 | ? | sum | — | " | 35 | 3 mos | T |
| F 6 | 180 | 0 | 1 | 5, 32 | 3/4 M | " | — | — | | — | " | — | — | — |
| F 7 | 200 | 0 | 1 | — | 2 M | " | 7 | Y | | — | " | 0 | — | — |
| F 8 | 300 | 2 | 1 | 16 | " | " | 3 | " | sum | few | " | 0 | strange of what | T |
| F 9 | 219 | 0 | — | 9, 10 | 1/2 M | " | 3 | " | | 5 | " | 0 | — | — |
| F 10 | 200 | 1 | 1 | 5, 17 | 1/4 M | " | 1 | " | | 7 | " | 0 | — | T |
| F 11 | — | — | — | — | — | — | — | — | | — | — | — | — | — |
| F 12 | 500 | 5 | 1 | 1, 2, 6, 29, 32 | 1/8 M | Y | 1, 2 | Y | | — | Y | 0 | each mo | T |
| F 13 | 150 | 0 | 1 | 5 | 2 M | " | 7 | " | | — | " | 0 | — | — |
| F 14 | 180 | 0 | — | — | 3/4 M | " | — | — | | — | " | — | — | — |
| F 15 | 200 | 0 | 1 | 5, 9, 10 | 2 M | " | 7 | Y | | — | " | 0 | weekly visit | ch L + ch |
| F 16 | 150 | 2 | 1, 5, 18 | — | 1 1/4 M | " | 7 | " | sum | few | " | 0 | — | — |
| F 17 | 200 | 0 | 1, 5 | 5, 9, 10 | 2 M | " | 7 | " | | — | " | 0 | each week | ch L + ch |
| F 18 | 150 | 0 | — | — | 10. min | " | 15 | " | | 10 | N | 0 | — | — |
| F 19 | 300 | 0 | 1 | 2, 5 | 5. min | " | — | — | | — | — | — | — | — |
| F 20 | 150 | 5 6 | 3 | 5, 6, 9, 10, 29 | 1/8 M | " | 10, 11 | Y | | — | Y | 0 | each mo | T + L |
| F 21 | 350 | 4 | 1 | 16 | 2 M | " | 3 | " | sum | — | " | 0 | as needed | T |
| F 22 | 1000 + | (1) 1+ | 1, 8 | — | 1 M | " | 7 | N | | — | " | 0 | each mo | ch L + T |

(1) Educational Magazine sent from school to school

# Magazine Tabulations

Classrooms F

| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
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| 1 | | | | | | | | | | | | | | | | | | | | | | |
| 2 American Boy | | | | | | | | | | | | | | | | | | | | | √ | |
| 3 | | | | | | | | | | | | | | | | | | | | | | |
| 4 American Girl | | | | | | | | | | | | | | | | | | | | 1√ | | |
| 5 | | | | | | | | | | | | | | | | | | | | | | |
| 7 Child Life | | | | | | | | | | | | | | | | | | | | 1√ | √ | |
| 8 | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | | √ | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | |
| 12 Dumb Animals | | | | 1√ | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | |
| 14 | | | | | | | | | | | | | | | | | | | | | | |
| 15 Herald | | | | | | | | | | | | 1√ | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | |
| 17 Illust. Hist. Comics | | | | | | | | | | | | 1√ | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | |
| 19 Jack and Jill | | | | | | | | | | | | 1√ | | | | | | | | 1√ | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | | √ | √ | | | | √ | | | | √ | | | | √ | | | | √ | 1√ | |
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| 40 Weekly Reader | √ | | √ | √ | √ | | | √ | | | | √ | | | | √ | | | | √ | √ | √ |
| 41 | | | | | | | | | | | | | | | | | | | | | | |
| 42 Young America | | | | | | | | | | | | | | | | | | | | √ | | |

1. Donated by pupils

Data from Questionnaire

Page 1

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| G 1 | 4 42 | X | √ | √ | X | X | √ | √ | √ | √ | √ | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | √ |
| G 2 | 4 33 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | √ |
| G 3 | 4 20 | X | √ | √ | √ | √ | X | √ | √ | X | X | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 4 | 4 18 | X | √ | √ | √ | √ | X | √ | √ | X | X | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 5 | 4 19 | X | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 6 | 4/5 41 | X | √ | √ | X | X | X | √ | √ | — | √ | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 7 | 4/5 38 | X | √ | √ | √ | X | X | √ | X | √ | X | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 8 | 5 38 | X | √ | X | X | X | X | √ | X | √ | X | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 9 | 5 39 | X | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 10 | 5 — | X | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 11 | 5 40 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 12 | 6 — | X | √ | √ | X | √ | √ | √ | X | √ | X | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 13 | 6 38 | X | √ | √ | X | √ | √ | √ | √ | — | X | √ | √ | — | √ | | | √ | | | | | | | | | | | | | | | | |
| G 14 | 6 38 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 15 | 6 38 | X | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| G 16 | 6 31 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | | | | | | | | | | |
| H 1 | 4 25 | X | √ | √ | √ | X | X | √ | X | √ | X | √ | X | X | | | √ | | | √ | Cly Libn | | √ | | | | | | | | | | | |
| H 2 | 4 38 | X | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | X | √ | | | √ | | | Libn | √ | | | | | | | | | | | | |
| H 3 | 4 40 | X | √ | √ | √ | √ | X | √ | X | √ | √ | X | √ | X | √ | | √ | | | | | | | √ | | | | | | | | | | |
| H 4 | 5 40 | √ | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | √ | | | | | | | Libn | √ | | | | | | | | | | | | |
| H 5 | 5 37 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | X | | | √ | | | | | √ | | | | | | | | | | | | |
| H 6 | 5 31 | X | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | X | √ | | | | | √ | | √ | | | | | | | | | | | | |
| H 7 | 5 25 | X | √ | √ | X | √ | X | √ | X | √ | X | √ | √ | X | √ | | | | | | | √ | | | | | | | | | | | | |
| H 8 | 6 29 | X | √ | √ | √ | √ | X | √ | X | X | √ | X | √ | X | | | | | | | Libn | √ | | | | | | | | | | | | |
| H 9 | 6 39 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | | | √ | | | √ | Libn | | | | √ | | | | | | | | | |
| H 10 | 6 21 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | √ | √ | | √ | | √ | | | | | | | | | | | | |
| H 11 | 6 32 | X | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | √ | √ | | | | | | Libn | √ | | | | | | | | | | | | |
| H 12 | 5 30 | X | √ | √ | X | √ | X | X | X | √ | √ | √ | √ | X | | | √ | | | √ | | √ | | | | | | | | | | | | |

1, State certificates, awarded by Public Library

Page 2

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| G 1 | √ | | | | | — | — | 2 | 1 | 6 | 5 | 4 | 3 | | 2 | 3 | 4 | 1 | 5 | | √ | √ | √ | √ | √ | √ | | √ |
| G 2 | √ | | | | | — | #20 S D | 6 | 1 | 2 | 3 | 4 | 5 | | 2 | 3 | 4 | 1 | 5 | | √ | √ | | | | | | √ |
| G 3 | | | √ | | | 30 M | #5 S. B | | 2 | 1 | | | 3 | | 1 | | | 2 | | | √ | √ | | | √ | | | |
| G 4 | | √ | | | | 20 M | — | 4 | 2 | | | 1 | 3 | | 1 | | | | 2 | | √ | | | | | | | |
| G 5 | | | √ | | √ | 20 M | #30 S.P PTA | 4 | 1 | 2 | 3 | | 5 | | 4 | 3 | 2 | 1 | 5 | | √ | √ | √ | √ | | √ | √ | √ |
| G 6 | √ | | | | | — | #20 S D | 2 | 1 | 4 | 6 | 3 | 5 | | 1 | 2 | 4 | 3 | | | √ | √ | | | √ | | | |
| G 7 | | √ | | | | 10 M | #10 S A | 6 | 1 | 3 | 2 | 4 | 5 | | 1 | 2 | 4 | 3 | 5 | | √ | √ | √ | √ | √ | | | √ |
| G 8 | √ | | | | | — | #3 | 2 | 1 | 4 | 3 | | 5 | | 1 | 2 | | 3 | | | √ | √ | | | √ | | | √ |
| G 9 | | | √ | | | 1 hr | #8 S. B | 5 | 1 | 2 | 3 | 6 | 4 | | 1 | 3 | 4 | 2 | 5 | | √ | √ | √ | | √ | | | |
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| G 11 | √ | | | | | — | — | | 1 | | | | | | 1 | | | | | | √ | | | | | | | |
| G 12 | | √ | | | | 15 M | — | 4 | 1 | 5 | 6 | 2 | 3 | | 1 | 2 | 4 | 3 | 5 | | √ | | | | √ | | | √ |
| G 13 | | | √ | | | 20 M | — T A | 2 | 1 | | | 3 | 4 | | 1 | 2 | | 3 | | | √ | | | | √ | | | √ |
| G 14 | | | | | √ | 15 M | ? G. B | | 1 | | | 2 | | | 1 | 2 | | | | | | √ | | | √ | | | √ |
| G 15 | | | √ | | | 30 M | #8 S. B | | 2 | 1 | 3 | | 4 | | 4 | | 3 | 1 | 2 | | √ | √ | √ | √ | √ | √ | | √ |
| G 16 | | | √ | | | 30 M | #20 S.D PTA | 2 | 1 | 4 | 5 | | 3 | | 1 | 3 | 4 | 2 | 5 | | √ | √ | | | √ | √ | | |
| H 1 | | √ | | | | 15 M | #5 S D | | 1 | | | 2 | | | 1 | 2 | 4 | 3 | | | √ | | | | | | | |
| H 2 | √ | | | | | — | #5 S D | 4 | 2 | 5 | 6 | 1 | 3 | | 4 | 1 | 2 | 3 | 5 | | √ | √ | √ | √ | √ | √ | √ | √ |
| H 3 | | | | √ | | 15 M | #5 | 5 | 6 | 2 | 3 | 1 | 4 | | 1 | 3 | 4 | 2 | 5 | | √ | √ | | √ | | | | |
| H 4 | √ | | | | | — | #5 | 5 | 2 | 4 | 3 | 1 | 6 | | 4 | 3 | 2 | 1 | | | √ | √ | √ | √ | √ | | | √ |
| H 5 | √ | | | | | — | #5 T | √ | √ | √ | √ | √ | √ | | 2 | 3 | 1 | 4 | 5 | | √ | √ | √ | √ | √ | | | √ |
| H 6 | √ | | | | | — | #5 S D | 4 | 2 | 3 | 6 | 1 | 5 | | 1 | 3 | 4 | 2 | 5 | | √ | √ | | √ | √ | | | √ |
| H 7 | √ | | | | | — | #5 | 6 | 2 | 1 | 5 | 3 | 4 | | 4 | 1 | 2 | 3 | 5 | | √ | √ | | | √ | | | √ |
| H 8 | √ | | | | | — | #5 T | | | | | 1 | 2 | | 1 | | | | | | √ | | | | √ | | | √ |
| H 9 | | | | | √ | 30 M | #5 | 5 | 4 | 3 | 2 | 1 | 6 | | 4 | 1 | 3 | 2 | 5 | | √ | √ | √ | √ | √ | | | √ |
| H 10 | √ | | | | | — | #5 T | 4 | 2 | 5 | | 1 | 3 | | 1 | 3 | 4 | 2 | 5 | | √ | √ | | √ | √ | | | √ |
| H 11 | √ | | | | | — | #5 T | 5 | 4 | 2 | 1 | 3 | 6 | | 1 | 3 | 4 | 2 | 5 | | √ | | | | √ | | | √ |
| H 12 | √ | | | | | — | #5 S B | √ | √ | | | √ | √ | | 1 | 2 | 3 | 4 | | | | √ | √ | | | √ | | |

Data from Questionnaire
Page 3

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| G 1 | 501 | 2 | 5, 29 | 1/2 M | Y | 8 | Y | 30 | Y | 0 | — | — | |
| G 2 | 1501 | 1 | 5, 7, 26 | " | " | 8 | — | — | " | 15 | ch return the read | — | |
| G 3 | 1850 | 17, 19 | 5 | 1 M | N | 8, 14, 15, 28 | N | — | " | 0 | — | — | |
| G 4 | 300 | 6, 17 | 9, 10, 24 | 1/2 M | " | 8 | " | 16 | " | 10 | 1/2 mo | T + Ch | |
| G 5 | 1882 | 3 | 5, 18, 24 | 2 M | " | 8, 9 | " | — | " | 0 | — | — | |
| G 6 | — 0 | — | — | 1/2 M | " | 3, 8, 9 | " | — | " | — | — | — | |
| G 7 | 1002 | 3 | 5, 33 | 15 min | " | 1, 8, 16, 18 | " | — | " | 5 | each week | L + T + Ch | |
| G 8 | 500 | 2 | 5, 25 | 1/2 M | Y | 8, 9 | " | 0 | " | 0 | — | — | |
| G 9 | 1250 | 1, 18 | 5, 9, 23, 24 | 1 M | N | 4, 5, 8, 14 | " | — | " | 0 | — | L | |
| G 10 | 1250 | 13, 19 | 24 | 1/4 M | N | 8 | Y | — | " | many | — | — | |
| G 11 | — 0 | 1 | 1, 5, 13 | " | " | 14, 15 | " | — | " | 0 | — | — | |
| G 12 | 753 | — | 5, 9, 10 | 1/2 M | Y | 1, 2, 8 | " | — | " | 5 | each mo | L | |
| G 13 | 653 | 3, 18 | 5, 9, 10 | 1/4 M | N | 1, 2 | N | — | " | 0 | 1/2 mo | T | |
| G 14 | 1500 | 3, 5 | 24 | " | " | 8 | Y | — | " | 0 | — | — | |
| G 15 | 1250 | 1 | 1, 5, 9, 10, 18, 24 | 1 M | " | 4, 5, 8, 14 | N | — | " | 0 | — | — | |
| G 16 | 1000 | 8, 17 | 5, 23 | 1/2 M | Y | 8 | " | — | " | 0 | — | — | |
| H 1 | 1502 | 3 | 26 | 1 M | Y | 14, 15 | Y | 10 | Y | 0 | — | — | |
| H 2 | 603 | 1 | 1, 2, 5, 11, 13 | 2/5 M | " | 1, 15 | " | 20 | " | 48 | every 5 wks | Ch L | |
| H 3 | — 0 | 2 | 1, 9 | 10 min | " | 1 | N | — | " | 40 | 4 mos | L + T | |
| H 4 | 651 | 1 | 11 | 1 M | " | 1, 15 | Y | sum — | " | 39 | 3 " | L | |
| H 5 | 1003 | 3 | 5, 7, 8, 13, 32 | 1/8 M | " | 1, 15 | " | sum 10 | " | 41 | 5 " | Supervisor | |
| H 6 | 3001 | 1 | 5, 11 | 2 M | " | 1, 16, 23 | " | 15 | " | 31 | 3 " | T + Ch L | |
| H 7 | 351 | 1, 14 | 5 | 1/2 M | " | 1, 2, 15 | — | — | " | 20 | each mo | T + L | |
| H 8 | 270 | 1 | 5 | 2 M | " | 1 | Y | sum 0 | " | 20 | 2 mos | L. | |
| H 9 | 1300 | 1, 14 | 4, 5, 9, 10 | 1/2 M | " | 1, 16, 17 | " | sum 4 | " | 40 | 3 " | T + L | |
| H 10 | 1002 | 1, 15 | 5, 9, 29 | 2 M | " | 16, 17, 23, 27 | " | fur | " | 40 | 2 " | T + Ch | |
| H 11 | 1251 | 1, 4 | — | 5 min | " | 1, 2 | " | sum 3 | " | 28 | 2 " | Ch L | |
| H 12 | 200 | 2 | 22 | 1/4 M | " | 1 | " | sum — | " | 40 | 2 " | Ch L | |

# Magazines' Tabulation

| Magazines | G Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | H Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| 3 American Childhood | | | | | | | | | | | | | | | | | | √ | | | √ | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | √ | | | | | | | | | | | | [2]√ | | | | | | | | √ | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 Instructor | | | | | | | | | | | | | √ | [2]√ | | | | √ | √ | | √ | √ | | √ | | | | |
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| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | √ | | | | [1]√ | | √ | | | | | | | | | | √ | | | | √ | | | | [1]√ | √ | |
| 23 Junior Scholastic | | | | | | | | | | | | | [1]√ | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 38 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 39 True Comics | | | | | | | | | | | | | [2]√ | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | | | [1]√ | | | √ | | | | | [1]√ | | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 Journal of Education | | | | | | | | | | | | | | | | | | √ | √ | | | | | | | | | |
| 44 Young Citizen | | | | | | | | | | | | | | | | | | | | | | | | | | [1]√ | | |

1 Pupil purchases
2 Teacher purchases

# Data from Questionnaire

| | Page 1 | | | | | | | | | | | | | | | | | | Page 2 | | | | | | | | | | | | | | | | |
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| I 1 4 34 | √ | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | | √ | | 40 M | $10 S B | 6 1 4 5 2 3 | 1 3 4 2 5 | √ | √ | √ | √ | √ | √ | | √ |
| I 2 4 32 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | | | – | $10 S B | 3 1 2 6 5 4 | 1 3 4 2 5 | √ | √ | √ | √ | √ | √ | √ | √ | √ |
| I 3 4 23 | √ | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | √ | | 20 M | $10 T A | 6 1 2 5 3 4 | 4 2 3 1 5 | √ | √ | | | | | | √ | |
| I 4 4 35 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | | | √ | | 30 M | $10 S B | 1 2 3 4 | 1 2 3 4 5 | √ | √ | | √ | √ | | | √ | |
| I 5 4 34 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | √ | | 45 M | $10 T A | 2 1 3 4 5 6 | 1 3 4 2 5 | √ | √ | √ | √ | √ | | | √ | |
| I 6 5 37 | √ | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | | √ | | 20 M | $10 S B | 6 1 4 3 2 5 | 1 3 4 2 5 | √ | √ | √ | √ | √ | | | √ | |
| I 7 5 40 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | √ | | | – | $10 S B | 3 1 2 6 5 4 | 1 3 4 2 5 | √ | √ | √ | √ | √ | √ | √ | √ | √ |
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| I 13 6 39 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | | √ | | 30 M | $10 T A | 6 1 2 5 3 4 | 4 2 3 1 5 | √ | √ | | | √ | | √ | √ | |
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| J 4 4/5 30 | √ | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | × | | | | √ | | | √ | | 30 M | – | √ √ √ √ √ | 3 4 2 1 5 | | √ | | √ | | √ | | √ | |
| J 5 5 26 | × | √ | √ | – | √ | √ | √ | × | × | √ | √ | √ | √ | √ | | | √ | | √ | | | – | – | 5 1 2 3 4 | 3 1 4 2 | √ | √ | √ | | √ | | | | |
| J 6 5 20 | × | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | × | √ | √ | | √ | | | √ | | 20 M | – | √ √ √ √ √ | 1 2 4 5 3 | | √ | √ | | √ | √ | | | |
| J 7 5 – | √ | √ | √ | × | √ | √ | √ | √ | √ | √ | √ | √ | × | | | √ | | √ | | | | 10 M | – | 2 5 6 4 1 3 | 3 1 4 2 5 | | √ | √ | √ | √ | | | | √ |
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1. $10 prize

Data from Questionnaire
Page 3

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I 1 | 150 4 | 3 | 1,9,10,23,24 | 2 min | Y | 8 | N | – | Y | 10 | 2 mos | L |
| I 2 | – 7 | 1 | 11,13,17,32 | 1½ M | " | 1,8 | Y | 1 | " | 10 | 5 " | L |
| I 3 | 75 4 | 2 | (1) 5,12,19,23 | ½ M | " | 1 | N | – | " | 10 | 5 " | Ch L |
| I 4 | 270 5 | 3 | 1,9,10,12,23,39 | 2 min | " | 4,5,8 | " | – | " | 0 | — | — |
| I 5 | – 7 | 2 | 5,19 | 2 M | " | 1,8 | Y | – | " | 0 | — | — |
| I 6 | 25 3 | 1,14 | 1,5,26 | 2 min | " | 1,8 | N | – | " | 15 | 2 mos | L |
| I 7 | 204 6 | 1 | 22 | 1½ M | " | 1,8 | Y | 0 | " | 10 | 5 mos | L |
| I 8 | 100 4 | 17 | 5,19,23 | ½ M | " | 1,8,19 | N | – | " | 15 | as needed | T + Ch L |
| I 9 | 250 4 | 11,12 | 1,5,6,12,14,23,24,40 | 2 min | " | 4,5,8 | Y | – | " | 0 | — | — |
| I 10 | – 5 | 20 | 1,5,9,10 | 2 M | " | 1,8,14 | Y | sum – | " | 0 | — | — |
| I 11 | 300 7 | 20 | 5 | 1 M | " | 21,27 | Y | 13 | " | 12 | change of unit | T + Ch |
| I 12 | 300 6 | 17 | 5,26 | 2 min | " | 4,5 | N | – | " | 0 | — | — |
| I 13 | 125 4 | 3 | 1,2,5,6,19,31, | ½ M | " | 1,8,12 | " | – | " | 15 | as needed | T + Ch L |
| I 14 | 200 7 | 1 | 21,22,26 | 1½ M | " | 1,8,28 | Y | 2 | " | 10 | 5 mos | L |
| I 15 | 50 5 | 1 | 5,11 | 2 min | " | 27 | N | – | " | 7 | 2 mos | L |
| I 16 | 50 5 | 1,18 | 1,24,29 | 2 min | " | 8,9 | " | – | " | 10 | " | L |
| J 1 | 75 3 | 17 | 9,10,32 | 1 min | Y | 1,13 | Y | many | Y | 55 | 3 mos | L |
| J 2 | 75 2 | 3 | 1,5,9 | ¾ M | " | 1,27 | " | 20 | " | 25 | " | L+T+Ch |
| J 3 | 75 0 | 1 | 9 | 2 M | " | 1 | — | – | N | 36 | " | L |
| J 4 | 250 0 | 1,8,17 | 19 | 1½ M | " | 5,16,23 | Y | – | " | 50 | " | Ch |
| J 5 | – 3 | 2 | 5 | 1 min | " | 16 | " | 8 | Y | 6 | 2 mos | T |
| J 6 | 100 0 | 1 | 1,5 | 1 M | " | 1 | — | – | " | 50 | 5 " | T + L |
| J 7 | 85 1 | 3 | 5 | 1 M | " | 1,16,21 | Y | – | " | 57 | 3 " | T + L |
| J 8 | 80 3 | 17 | 8,9,10 | 2 min | " | 1,13 | " | 17 | " | 10 | 3 " | T + L |
| J 9 | 100 0 | 1,4,7 | 2 | 1 M | " | 1,18,27 | " | 13 | " | 40 | 5 wks | Ch |
| J 10 | 200 0 | 5 | 9,15 | 1½ M | " | 1 | " | few | " | 50 | 2 mos | Ch |

(1) Its good fishing here

# Magazine Tabulations

| | I Classrooms | | | | | | | | | | | | | | | | J | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 American Childhood | | | | | | | | | | | | | | | | ✓ | | | | | ✓ | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 7 Child Life | ✓ | | | ✓ | | ✓ | | | | | | | | | | ✓ | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
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| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Dumb Animals | | | ✓ | | | | | ✓ | | | | | ✓ | | | | | | | | | | | | | |
| 13 Ed. Journal | | | | | ✓ | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | | ✓ | | | | ✓ | |
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| 18 Instructor | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | |
| 19 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 Journal Methods | | | | | ✓ | | | | | ✓ | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | ✓ | ✓ | | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | | | | | | |
| 23 Junior Scholastic | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | |
| 24 N.E.A. Journal | | | | | ✓ | | | | | ✓ | ✓ | | | | | | | | | | | | | | | |
| 25 National Geographic | | ✓ | | | | | ✓ | | | | | | | ✓ | ✓ | | | | | | | | | | | |
| 26 " " News Sup | | ✓ | | | | | | | | | | | | ✓ | ✓ | | | | | | | | | | | |
| 27 National Safety Ed | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | | | | | | ✓ | |
| 28 | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 30 Parent-Teacher | | | | | | | | | | | | ✓ | | | | | | | | | | | | | | |
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| 36 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 Social Studies Mag | | | | | | | | | | | ✓ | | | | | | | | | | | | | | | |
| 38 Story Parade | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | | | | | ✓ | | | | | ✓ | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 Young America | | ✓ | | | | | | | | | | ✓ | | ✓ | | | | | | | | | | | | |
| 43 Junior Activities | | | | | | | | | | | | | | | | | | ✓ | | | ✓ | | | | | |

1. Teacher purchases

# Data from Questionnaire

| | Page 1 | | | | | | | | | | | | | | | | | Page 2 | | | | | | | | | | | | | | | | | |
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| K 1 | 4 37 | X | √ | √ | √ | √ | X | √ | √ | √ | √ | X | √ | [2] X | √ | √ | | √ | √ | | | – | – | 6 | 4 | 2 | 3 | 1 | 5 | 2 | 1 | 4 | 3 | | | | | | |
| K 2 | 4 25 | X | √ | √ | √ | √ | X | √ | √ | √ | X | X | X | √ | √ | | | √ | √ | | | – | – | | 1 | | | 2 | | 1 | 2 | | | | | | | | |
| K 3 | 4 28 | X | √ | √ | X | √ | X | √ | X | √ | X | X | √ | X | √ | | | | √ | | | – | – | | | 3 | 4 | 1 | 2 PTA | 1 | 2 | | | | √ | | | | √ |
| K 4 | 4 39 | X | √ | √ | – | √ | – | – | √ | √ | X | √ | √ | √ | | | Lib | √ | | | | – | – | 3 | | | 2 | 1 | 4 | 1 | 2 | 4 | 3 | | √ | | | √ | √ |
| K 5 | 4 32 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | | | | √ | | 10 M | 4 2 S.D. P.A. | 3 | 4 | 5 | 6 | 1 | 2 | 1 | 3 | 4 | 2 | | √ | √ | √ | √ | √ | √ |
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| K 8 | 5 29 | X | √ | √ | √ | √ | X | X | X | √ | √ | X | √ | √ | | | Lib | √ | | | | – | – | √ | √ | √ | √ | | | √ | √ | √ | √ | | √ | √ | | | | √ |
| K 9 | 5 30 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | | | Ch L | | √ | | | 20 M | – | 3 | 2 | 4 | 5 | 1 | 6 | 1 | 2 | 4 | 3 | 5 | | √ | √ | | √ | |
| K 10 | 1/6 18 | √ | √ | √ | √ | √ | X | X | X | √ | X | X | √ | X | | | Lib | √ | | | | – | – | 4 | | 3 | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | √ | √ | | √ | | √ |
| K 11 | 5/6 18 | X | √ | √ | √ | √ | X | X | √ | √ | X | √ | √ | √ | √ | √ | | √ | | | | – | – | 3 | 2 | | 4 | 1 | | 1 | 2 | | | | √ | | | | | √ |
| K 12 | 6 32 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | √ | | √ | | √ | | √ | | 30 M | – | 4 | 3 | 2 | 6 | 1 | 5 | 1 | 2 | 3 | 4 | | √ | √ | | | | √ |
| K 13 | 6 38 | X | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | √ | | | Ch L | √ | | | | – | – | 3 | 6 | 4 | 1 | 2 | 5 | 1 | 2 | 3 | 4 | 5 | √ | | | √ | | √ | √ |
| K 14 | 6 25 | X | √ | √ | √ | √ | – | √ | √ | √ | √ | √ | √ | X | √ | √ | Ch L | | | √ | | 15 M | 4 2 S.D. | 3 | 4 | | | 1 | 2 | 1 | 2 | 4 | 3 | | √ | √ | √ | √ | | √ |
| K 15 | 6 – | √ | √ | √ | √ | √ | X | X | X | √ | X | X | √ | X | | | Ch L | √ | | | | – | – | 4 | | 3 | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | √ | √ | | √ | | √ |
| L 1 | 4 21 | X | √ | √ | X | √ | √ | X | X | X | X | √ | √ | X | √ | √ | √ | | | | | – | – | 2 | | | 1 | | 3 | 1 | | | | | √ | √ | | √ | | |
| L 2 | 4 38 | X | √ | √ | √ | √ | √ | √ | X | X | √ | X | √ | X | √ | | | | | | √ | 20 M | – | | | 3 | | 1 | 2 | 1 | 2 | 3 | 4 | | | √ | √ | √ | | √ |
| L 3 | 4 28 | X | √ | √ | X | √ | X | √ | X | X | X | X | √ | — | √ | | √ Lib | | √ | | | 15 M | – | | 2 | 3 | 4 | 1 | 5 | 1 | 2 | | 3 | | √ | √ | | √ | | |
| L 4 | 4 29 | X | √ | √ | X | √ | X | √ | X | X | X | X | √ | √ | √ | | √ | | √ | | | 30 M | – | | | 1 | 4 | 2 | 3 | 1 | 2 | | 3 | | √ | | | √ | | |
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| L 6 | 4 35 | √ | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | | | Lib | √ | | | | – | – | | | | 3 | 1 | 2 | 1 | 2 | | 3 | | | | | | | √ |
| L 7 | 4/5 37 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | | √ | | √ | | | 20 M | – | 6 | 5 | 2 | 4 | 1 | 3 | 1 | 2 | 3 | 4 | 5 | √ | | | | | |
| L 8 | 5 – | X | √ | √ | X | √ | √ | √ | √ | √ | X | √ | X | X | √ | √ | | | | | √ | 30 M | – | 2 | 4 | 3 | 5 | 1 | | 2 | 3 | 4 | 1 | | √ | | | | √ | √ |
| L 9 | 5 35 | X | √ | √ | X | X | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | | √ | | | 30 M | – | | | √ | √ | √ | √ | 1 | 2 | 3 | | | √ | √ | | √ | | |
| L 10 | 5 31 | X | √ | √ | X | √ | √ | X | X | √ | √ | X | √ | X | | √ | | √ | √ | | | – | – | | | √ | √ | √ | √ | 3 | 1 | 2 | | | | √ | | √ | | |
| L 11 | 5 29 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | √ | | √ | √ | | | – | – | √ | √ | | √ | | √ | 3 | 2 | 1 | 4 | | √ | √ | | | | √ |
| L 12 | 5 30 | √ | √ | √ | X | √ | X | X | √ | √ | √ | X | √ | X | | √ | Lib | √ | | | | – | – | | | 1 | 2 | 3 | 4 | 4 | 2 | 3 | 1 | 5 | √ | √ | | √ | | √ |
| L 13 | 5 32 | √ | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | √ | √ | | | √ | | 20 M | – | 6 | 2 | 4 | 5 | 1 | 3 | 1 | 4 | 3 | 2 | 5 | √ | | | | | √ | √ |
| L 14 | 5/6 31 | X | √ | √ | X | √ | X | √ | X | √ | √ | X | √ | X | √ | | √ | Lib | | | √ | 30 M | – | | 2 | | | 1 | 3 | 1 | | 2 | | | | | | | | |
| L 15 | 6 33 | X | √ | √ | X | X | √ | X | √ | √ | √ | √ | √ | X | √ | √ | | | | | √ | 30 M | 15 T.A. | | √ | √ | √ | √ | | 1 | | | 2 | | √ | | | √ | | √ |
| L 16 | 6 34 | X | √ | √ | X | √ | √ | X | √ | √ | √ | X | X | X | √ | √ | | | | | √ | 30 M | 10 T.A. | | 1 | 3 | 4 | 2 | | 1 | | 2 | 3 | | √ | √ | | √ | | |
| L 17 | 6 34 | X | √ | √ | X | X | √ | X | X | √ | √ | √ | √ | X | √ | √ | √ | | | | √ | 45 M | 15 T.A. | 6 | 1 | 2 | 4 | 3 | 5 | 1 | 4 | 2 | 3 | | √ | √ | √ | √ | | |
| L 18 | 6 32 | X | X | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | | | | | √ | | 30 M | – | | √ | √ | √ | | √ | 1 | 2 | 3 | 4 | 5 | √ | √ | | √ | √ | |
| L 19 | 6 26 | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | X | X | | √ | √ | | | | √ | 15 M | – | | 1 | 4 | | 2 | 3 | 1 | 3 | 4 | 2 | 5 | √ | | | √ | √ | √ |
| L 20 | 6 28 | √ | √ | √ | X | √ | X | √ | X | √ | √ | X | √ | X | √ | √ | √ | | | | | – | – | | 1 | | | 2 | 3 | 1 | 4 | 3 | 2 | 5 | √ | | | √ | √ | √ |

1. Double grade (3 and 4)
2. State certificates awarded by public library

Data from Questionnaire

Page 3

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| K1 | 4 0 | 1, 8 | 5, 11 | — | Y | 4, 5, 13 | Y | 10 | Y | 29 | each mo | L |
| K2 | — 0 | 1 | 5 | 1/2 M | " | 1 | " | 13 | " | 25 | 1/2 mos | L |
| K3 | 601 | 1 | 5 | 5 min | " | 1 | N | — | " | 0 | " | T |
| K4 | 100 2 | 1, 8 | 1, 4, 5 | 1/3 M | " | 1, 4, 25 | Y | 10 | " | 40 | each mo | Ch L |
| K5 | 500 | 3 | 5, 6, 8, 19 | 1 M | " | 14 | " | 17 | " | 30 | " | T+Ch L |
| K6 | 50 0 | 1 | 1, 11 | 3 M | " | 1 | " | 2 | " | 6 | " | L |
| K7 | 750 | 1, 5 | 17, 22 | 1/3 M | " | 1, 4, 25 | " | 10 | " | 40 | " | T+L |
| K8 | 100 0 | 1 | 5 | 1/2 M | " | 1 | " | 5 | " | 35 | " | L |
| K9 | 503 | 1 | 1, 10, 18, 19 | 1 M | " | 1, 20 | " | 15 | " | 35 | " | L |
| K10 | 50 0 | 3 | 1, 17 | 5 M | " | 1 | — | 0 | — | 30 | 6-8 wks | L |
| K11 | 470 | 1 | 5, 7, 27 | 1/2 M | " | 1 | Y | 14 | Y | 20 | each mo | T+L+Ch |
| K12 | 70 0 | 1 | 5, 9 | 10 min | " | 1, 4, 5, 11 | " | — | " | 38 | " | L |
| K13 | — 0 | 1 | 1, 5, 19, 28 | 1/3 M | " | 1, 4, 5 | " | 14 | " | 40 | " | Ch L |
| K14 | 50 0 | 1 | 1, 5, 12 | 1 M | " | 1 | " | few | " | 35 | " | Ch L |
| K15 | 50 0 | 3 | 5, 17 | 5 M | " | 1 | — | — | — | 30 | 6-8 wks | L |
| | | | | | | | | | | | | |
| L1 | 30 0 | 2 | 5, 19 | 1 1/2 M | Y | 1, 4, 25 | Y | 10 | Y | 0 | 2 mos | T+L |
| L2 | — 0 | 2 | 9, 10 | 1 M | Y | 1, 24, 25 | " | 10 | " | — | each mo | Ch L |
| L3 | 501 | 1 | 2, 5, 28 | 1/4 M | " | 1, 16, 23 | " | — | " | 25 | 3 mos | T+L+Ch |
| L4 | 451 | 1 | — | " | " | 1, 16, 23 | " | 10 | " | 0 | 5 mos | T+L+Ch |
| L5 | 400 | 1 | 5, 9, ~~10~~ | 1 M | " | 1, 23 | " | 15 | " | 30 | " | T+L |
| L6 | — 1 | 1 | 5, 33 | " | " | 1, 28 | " | — | " | 35 | 3 mos | T+Ch L |
| L7 | 60 0 | 3, ~~28~~ | 5, 9, 10 | " | " | 1 | " | 10 | " | 25 | each mo | " |
| L8 | 601 | 3, 8 | 5, 11 | 1 1/4 M | " | 1, 4, 5, 23 | " | 10 | " | 35 | 3 mos | T+L |
| L9 | 100+0 | 1 | 22 | 1 M | " | 1 | " | — | " | 25 | as asked | T+L+Ch |
| L10 | 50 0 | — | 5, 13 | 1/4 M | " | 4, 5, 10, 11 | " | 6 | " | 0 | — | L+T |
| L11 | — 0 | 13, 14 | 6, 9, 10, 32 | " | " | 1 | " | 10 | " | 0 | — | — |
| L12 | — 1 | 1 | 5, 11 | 3/4 M | " | 1 | " | 9 | " | 30 | 5 mos | — |
| L13 | 503 | 1 | 5, 22 | " | " | 1, 10, 11 | " | 4 | " | 25 | 2 mos | T+L |
| L14 | — 1 | 3 | — | 1 M | " | 1, 23 | " | 9 | " | 30 | as needed | T+L+Ch |
| L15 | — 3 | 9 | 5 | 1/4 M | " | 1, 15 | " | — | " | 30 | 5 mos | L |
| L16 | 253 | — | 5, 13, 30 | 2 M | " | 1, 10 | " | — | N | 20 | yearly classes | L |
| L17 | 150 3 | 1, 9 | 5, 6, 25 | 1/4 M | " | 1, 14, 21 | " | — | Y | 30 | " | T+L |
| L18 | 50 0 | — | 5, 19 | 1 1/2 M | " | 1, 2, 16, 23 | " | — | " | — | — | — |
| L19 | 20 0 | 1 | 16, 33 | 3/4 M | " | 1, 4, 5 | " | 8 | " | 0 | 5 mos | T+L |
| L20 | 30 0 | 1 | 16 | " | " | 1, 4, 5 | " | 5 | " | 0 | " | T+L |

# Magazine Tabulations

| | K Classrooms | | | | | | | | | | | | | L | | | | | | | | | | | | | | | | | | | |
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| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
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| 7 Child Life | | | 2√ | | | | | | 2√ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | 2√ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 18 Instructor | | | | | | | | | √ | | | | | | | | | | | | √ | | | | | | √ | √ | | | | | | | |
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| 25 National Geographic | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | | | √ | √ | √ | | | |
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| 27 National Safety Ed | | | | | | | | | | | | | | | | | | | | | | | | | | | | √ | | | | | | | |
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| 35 School Arts | | | | | | | | | | | | | | | | | | | | | | | | | | | | √ | | | | | | | |
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| 38 Story Parade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | √ | √ | √ | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | | | | | | | 2√ | | | | | | | | | | | | | | | √ | | | | | | | | | | | |
| 41 Wee Wisdom | | | 1√ | | | | | | | | | | | | | | | | 3√ | | | | | | | | | | | | | | | | |
| 42 Young America | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2√ | | | | | | |
| 43 Natural History | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | √ | √ | √ | | |

1 Gift of P.T.A
2 Pupil purchases
3. Teacher purchases

# Data from Questionnaire

## Page 1

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| M 1 | 4 | 34 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | [2] √ | √ | | √ | | | | | | |
| M 2 | 4 | 9 | [1] √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] √ | √ | | | | | | | | |
| M 3 | 4 | 29 | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | X | [2] √ | √ | √ | √ | | | | | | |
| M 4 | 4 | 23 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | | | | | | | | |
| M 5 | 4 | 25 | X | √ | √ | X | — | X | √ | √ | √ | √ | X | √ | X | √ | | | | | | | | |
| M 6 | 4 | — | X | √ | √ | √ | √ | X | X | X | √ | X | X | √ | X | √ | | | | | | | | |
| M 7 | 4 | 25 | X | √ | √ | √ | X | X | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | |
| M 8 | 4 | 25 | X | √ | X | √ | √ | X | √ | — | √ | √ | √ | √ | X | √ | | | | | | | | |
| M 9 | 5 | 11 | [1] √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] √ | √ | | | | | | | | |
| M 10 | 5 | 32 | X | √ | √ | √ | √ | X | √ | X | √ | √ | X | √ | X | √ | √ | √ | | | | | | |
| M 11 | 5 | 29 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | | | | | | | | |
| M 12 | 5 | 36 | X | √ | √ | √ | X | √ | √ | X | √ | √ | X | √ | X | √ | | √ | | | | | | |
| M 13 | 5 | 29 | X | √ | √ | √ | √ | X | √ | X | √ | √ | X | √ | X | √ | | √ | | | | | | |
| M 14 | 5 | 20 | X | √ | √ | X | X | √ | √ | √ | √ | √ | X | √ | [2] √ | √ | | | | | | | | |
| M 15 | 5 | 21 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | |
| M 16 | 5 | 36 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | |
| M 17 | 6 | 23 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | X | √ | [2] √ | √ | | √ | √ | | √ | | | |
| M 18 | 6 | 14 | [1] √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | [2] √ | √ | | | | | | | | |
| M 19 | 6 | 30 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | √ | | | | | |
| M 20 | 6 | 25 | X | √ | √ | √ | X | √ | √ | X | √ | √ | X | √ | X | √ | | | | | | | | |
| M 21 | 6 | 27 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | [2] √ | √ | | √ | | | √ | | | |
| M 22 | 6 | 40 | X | √ | √ | √ | √ | √ | X | √ | √ | √ | X | X | [2] √ | √ | | | | | | | | |
| M 23 | 6 | 23 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | |
| M 24 | 6 | 23 | X | √ | √ | X | X | √ | √ | X | √ | √ | √ | √ | [2] √ | √ | | | | | | | | |

1. Public library in school building
2. Public library awards reading certificates.

## Page 2

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Data from Questionnaire

Page 3

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|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M 1 | 200 3 | 3 | 1,2,5,22,28 | 1 M | Y | 3,28 | N | — | Y | 0 | as needed | T+ch |
| M 2 | 85 5 | 1,14 | 6,9,20,24 | in sch | — | 14,15 | " | — | " | 0 | — | — |
| M 3 | 250 3 | 2,17,19 | 16,26 | (2) 2 min | N | 1,2 | " | 17 | " | 0 | — | T+L |
| M 4 | 150 (1) 1+ | 1,17 | 16,26 | 5 min | Y | 1,2 | " | — | " | 0 | as needed | ch+L |
| M 5 | 70 3 | 1,14 | 1,8,11,14 | 1 M | " | 1,14,15 | " | — | " | 30 | " | T+L+ch |
| M 6 | — 0 | 17 | 5 | 1/4 M | — | 1,8 | " | — | " | 0 | 3 mos | T |
| M 7 | 100 5 | 1 | 1,8,24 | 1/2 M | Y | 14,15 | " | — | " | 0 | — | — |
| M 8 | 100 5 | 1 | 11 | 1/2 M | Y | 14,15 | " | — | " | 0 | — | — |
| M 9 | 90 4 | 1 | 1,6,20,24 | in sch | N | 15 | " | — | " | 0 | — | — |
| M 10 | 438 7 | 1 | 3,4,5 | (2) 1 min | N | — | " | — | " | 0 | — | — |
| M 11 | 200 1 | 1 | 16 | 5 min | Y | 14,15 | " | — | " | 0 | — | — |
| M 12 | 150 1 | 3 | 5,26 | 1 M | N | 14 | " | — | " | 10 | each mo | T+L |
| M 13 | — 0 | — | 5 | 1/2 M | Y | — | — | — | — | — | — | — |
| M 14 | — 0 | 1 | 5,11 | 2/3 M | N | 1 | N | — | Y | 0 | — | — |
| M 15 | 150 0 | 1 | 5,20 | " | " | 1 | " | — | " | few | — | — |
| M 16 | 125 5 | 1,8 | 5,6,9,16,24,25,26 | 1 M | Y | 8,14 | " | — | " | 0 | — | ch |
| M 17 | 150 1 | — | 1,10,11,12,24 | 1/2 M | N | 1,8,19 | " | — | " | 0 | — | — |
| M 18 | 180 2 | 1 | 1,8,14 | in sch | N | 14 | " | — | " | 0 | as needed | T |
| M 19 | 300 7 | 1 | 5,22 | (2) 1 min | N | 28 | " | — | " | 0 | — | — |
| M 20 | 200 1 | 1 | 3,16 | 5 min | Y | 14,28 | " | — | " | 0 | as needed | L |
| M 21 | 250 2 4 | 3 | 5,9,10 | 1 M | N | 1,2,29 | " | — | " | 0 | " | — |
| M 22 | 40 4 | — | 5,29 | (2) 1/4 M | Y | 2,29 | " | — | N | 0 | 2 mos | T |
| M 23 | 75 3 | 3 | 1,2,5,28 | 2/3 M | N | 1,14 | " | — | Y | 0 | — | — |
| M 24 | 200+ 1 | 1,18 | 5,22 | (2) 1 M | N | 1 | " | — | " | 0 | — | T |

(1) Professional magazine not listed

(2) Branch of Public Library

# Magazine Tabulations

| | Classrooms | | | | | | | | | | | | | | | | | | | | | | | |
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| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | M 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
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| 7 Child Life | | | | | | | | √ | | | | | | | | | | | | | | | | |
| 8 Childhood Education | | √ | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | √ | | | | | √ | √ | √ | √ | | | | √ | | | | | √ | | √ | | | |
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| 14 Grade Teacher | | √ | √ | | | | √ | √ | √ | √ | | | | √ | | | | | √ | | | | | |
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| 18 Instructor | | | √ | | | | √ | √ | | √ | | | | √ | | | | | √ | | | | | |
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| 22 Junior Red Cross | √ | | √ | √ | | | | | | | √ | | | | | | | | | | | √ | | |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 25 National Geographic | √ | √ | | | √ | | √ | | √ | √ | | | | | | | √ | √ | √ | √ | √ | √ | √ | √ |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | |
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| 28 Nature Magazine | | | | | √ | | √ | √ | | √ | | √ | | √ | | | | | √ | | | √ | √ | |
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| 35 School Arts | | √ | | | √ | | | | | √ | | | | | | | | | √ | | | √ | √ | |
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| 38 Story Parade | √ | | | | | | | | √ | √ | | | | | | | | √ | √ | | | | | |

Data from Questionnaire

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| N 1 | 4 | 19 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | | ✓ | | | | ✓ | | | | 20 M | – | | 5 4 2 1 3 6 | 2 3 1 | ✓ | | | ✓ | | ✓ |
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| O 9 | 6 | 29 | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | – | ✓ | X | ✓ | | ✓ | | | | ✓ | – | 0 S F | | | | 1 2 3 4 5 | ✓ ✓ | | ✓ | | | ✓ Post cards |
| O 10 | 6 | 35 | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | 20 M | – | | 1 2 3 | | 1 | ✓ ✓ | | | | | |

1. Public library awards certificates.

# Data from Questionnaire

Page 3

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| N 1 | 75 2 | 1 | 5,8,9,17 | 1 1/4 M | Y | 1,14,15,27 | Y | | 8 | Y | 15 | each mo | T+L |
| N 2 | 260 0 | 3 | 5,9 | 1/4 M | " | 1 | " | | 19 | " | 20 | 1/2 mo | T+L |
| N 3 | 50 2 | 3 | 5 | 1 M | " | 1,14 | " | | 18 | — | — | — | — |
| N 4 | 150 0 | 1 | 2,5,9 | 5. min | " | 3 | — | | — | Y | 15 | as needed | T+L |
| N 5 | — 0 | 2 | 1,4 | 1/2 M | " | 1,4,10,11 | Y | | — | " | — | 1/2 mo | L |
| N 6 | 150 2 | 1,4 | 5,6,11,20 | 3/4 M | " | 1,27 | " | | — | " | 6 | as needed | ChT+L |
| N 7 | 100 2 | 8,5,8 | 5,8,19 | 1/2 M | " | 4,8,14,15 | " | | 3 | " | — | " | T+L |
| N 8 | — 2 | — | 5,27 | 1/4 M | " | — | N | | — | " | — | — | — |
| N 9 | 30 2 | 1 | 5,28 | " | " | 1,4 | Y | | 7 | " | 0 | each mo | T+L |
| N 10 | — 2 | 17 | 3,5,6,20,26 | 1/2 M | " | 4,5,10 | " | sum | 4 | " | 0 | — | T+L |
| N 11 | 175 1 | 1,14 | 5,6,9,14,19,32 | 1/4 M | " | 1,14 | " | " | 11 | " | 0 | as needed | T+L |
| N 12 | 75 3 | — | — | 1/8 M | " | 1,4,5,17 | N | | — | " | — | — | — |
| N 13 | 250 2 | 1,14 | 40 | 1/2 M | " | 1,4,10 | N | | — | " | 0 | 2 mos | ChL+Ch |
| N 14 | — 0 | 1 | 11 | " | — | — | — | | — | " | 0 | — | — |
| N 15 | 80 0 | 1 | 9,12,20,23 | 5. min | Y | 1,14 | Y | | 10 | " | 50 | 2 mos | ChL+Ch |
| N 16 | 100 0 | 3 | 2,5 | 10. min | Y | 1,11 | — | | — | " | — | — | — |
| N 17 | — 1 | 1 | 9 | 1/2 M | Y | 1 | — | | — | " | 0 | — | — |
| O 1 | — 4 | 1 | 5 | 1/2 M | Y | 1,8,16,23 | Y | BW | 20 | Y | — | — | — |
| O 2 | — 1 | — | 5 | " | " | — | " | " | 12 | — | — | each week | — |
| O 3 | — 1 | 1 | 1,5,7 | 5. min | " | 14 | — | " | — | Y | 2 | as needed | L.T.Ch |
| O 4 | — 0 | 1 | 8 | 1 M | " | 1,17 | Y | " | — | N | 0 | — | — |
| O 5 | 120 0 | 1 | 5,11 | 5. min | " | 1,11,13, | " | " | 13 | Y | 0 | — | T+L |
| O 6 | 75 2 | 1 | 5 | 1/2 M | " | 8 | " | | 22 | " | 0 | — | — |
| O 7 | 53 0 | 1 | 33 | 1 1/2 M | " | 1,16 | — | | — | " | 0 | — | — |
| O 8 | 50 2 | 3 | 2,5,11,12 | 1/2 M | " | 1,9,8,13 | Y | BW | 15 | " | 0 | — | — |
| O 9 | 50 0 | 3 | 5,17 | 5 min | " | 8,9 | " | " | — | " | 0 | — | — |
| O 10 | 40 5 | 2 | 1,2,22 | 1 1/2 M | " | 15 | " | | 25 | " | 0 | — | — |

1. Teacher purchases own magazine

# Magazine Tabulations

| Magazines | N Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | O 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 9 Children's Activities | | | | | | | | | | | | √ | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Current Events | | | | | | | | | | | | | | | | | | | | | | | | | | | √ |
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| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | | | | | | | | | | | | √ | | | | | | | √ | | | | √ | | | | √ |
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| 18 Instructor | | | | | | | | | | | | √ | | | | | | | √ | | | | √ | | | | √ |
| 19 Jack and Jill | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 Junior Nat'l History | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | | √ | | | | | | √ | √ | | √ | | √ | | | √ | | √ | √ | √ | | | | √ | | √ |
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| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 National Geographic | | | | | | | √ | | | | | | | | | | | | | | | | | | | | |
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| 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 28 Nature Magazine | | | | | | √ | | | | | | | | | | | | | | | | | | | | | |
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| 35 School Arts | | | | | | | | | | √ | | | | | | | | | | | | | | | | | |
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| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | √ | | | √ | √ | √ | √ | √ | | | √ | | | | | | √ | | | | | | | | √ |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 Young America | | | | | | | | | | | | | | | | | | | | | | | | | √ | | |
| 43 Christian Science Mon | | | | | | | | | | | | | √ | | | | | | | | | | | | | | |

1 Teacher purchases

# Data from Questionnaire

| | Page 1 | | | | | | | | | | | | | | | | | | Page 2 | | | | | | | | | | | | | | | | | | |
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| P 1 3/4 – | X | √ | √ | √ | X | X | X | X | √ | X | √ | √ | X | √ | | | | libr | | √ | | | | | 15 M | – | | | | 1 | 2 | 1 | 2 | 3 | 4 | | √ | √ | √ | √ | √ | | √ |
| P 2 4 33 | X | √ | √ | X | X | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | | √ | | | | | 30 M | #10 S D | | 2 | | 3 | 1 | 4 | 1 | 2 | 3 | | √ | √ | | | √ | | |
| P 3 4 38 | X | √ | √ | X | √ | X | √ | √ | X | √ | √ | √ | √ | √ | | | √ | libr | | √ | | | | | 30 M | – | 3 | 5 | 4 | 2 | 1 | 6 | 5 | 2 | 3 | 1 | 4 | √ | √ | | √ | √ | √ | | √ |
| P 4 4 12 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | | | | √ | | | | | 30 M | – | 4 | 3 | 2 | 1 | 6 | 5 | 2 | 1 | 3 | 4 | | √ | √ | | √ | √ | √ | | √ |
| P 5 4 39 | X | √ | √ | X | √ | X | √ | √ | √ | √ | X | X | X | √ | | | | libr | √ | | | | | | – | – | | | | 1 | 2 | 1 | 2 | | 3 | | √ | √ | | | | | | √ |
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| P 9 5 29 | X | √ | √ | √ | X | √ | √ | X | √ | √ | √ | √ | X | | | | | libr | | √ | | | | | 30 M | – | 3 | 2 | | | 1 | 4 | 3 | 2 | 4 | 5 | 1 | √ | √ | | | √ | | | √ |
| P 10 5 36 | X | √ | √ | √ | √ | X | √ | √ | √ | √ | X | X | X | | | | | libr | √ | | | | | | – | – | | | | | 1 | | 2 | 1 | | 3 | | | √ | | | √ | | √ | √ |
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| P 12 5 – | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | | √ | | | | | 45 M | #10 S D | | 1 | 2 | | 3 | 4 | 2 | | | 1 | | √ | | | √ | | | √ |
| P 13 5/6 24 | X | √ | √ | √ | X | X | √ | √ | √ | √ | √ | √ | X | | | | | | √ | | | | | | 30 M | ? S D | | 3 | | 4 | 1 | 2 | 1 | 2 | 3 | 4 | | √ | | | | | √ | |
| P 14 6 27 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | | | √ | | | √ | | | | | 20 M | – T | 4 | 1 | 2 | 6 | 3 | 5 | 1 | 2 | 4 | 3 | 5 | √ | √ | | | √ | | | √ |
| P 15 6 26 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | | | √ | | | | √ | | | | 15 M | #10 lib club | | | | | | | | 1 | 2 | 3 | | | √ | | | √ | | | |
| P 16 6 41 | X | X | X | X | √ | X | X | X | X | √ | √ | √ | X | | | | | libr | √ | | | | | | – | – T | | 1 | | | | | | | | | | | | | | | | | |
| P 17 6 41 | X | √ | √ | – | √ | √ | √ | √ | √ | √ | X | X | X | | | | | libr | √ | | | | | | – | – | 1 | 2 | 3 | 4 | | | | 1 | 2 | 3 | 4 | | √ | | | | | | |
| P 18 6 35 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | libr | | √ | | | | | 25 M | #10 S D | | 1 | 2 | | 3 | 4 | 2 | 3 | 4 | 1 | 5 | √ | √ | | | √ | | | √ |
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| 2 1 4 39 | X | √ | √ | X | √ | √ | √ | X | X | √ | X | X | √ | | √ | | | | | | | | | | 30 M | #5 S D | 6 | 4 | 3 | 1 | 2 | 5 | 2 | 3 | | 1 | | √ | √ | | √ | √ | | | √ |
| 2 2 4 28 | X | √ | √ | X | X | X | X | X | X | X | X | X | X | | | | | | √ | | | | | | 30 M | – | 5 | 6 | 2 | 1 | 3 | 4 | 1 | 3 | 4 | 2 | 5 | √ | | | | √ | | | √ |
| 2 3 5 – | X | √ | √ | X | √ | X | X | √ | √ | √ | √ | √ | X | √ | | | √ | | √ | | | | √ | | 30 M | – S D | | | 1 | 2 | | 3 | 1 | 2 | 4 | 3 | 5 | √ | | | | √ | | | √ |
| 2 4 5 24 | X | √ | √ | X | X | √ | X | √ | √ | √ | X | √ | √ | √ | | | √ | | | | | | | | 30 M | – | | | 1 | | | | | | | | | | | | | | | | |
| 2 5 5 36 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | | | | | √ | | | | | | – | – | | | | | | | 3 | 2 | 4 | 1 | | √ | √ | | | | | | |
| 2 6 5 26 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | X | √ | – | | | | | | √ | | | | | | – | – | | | | | | | 1 | 2 | 3 | 4 | | √ | √ | | | √ | | | √ |
| 2 7 4/6 28 | √ | √ | √ | √ | √ | X | √ | X | √ | X | X | √ | X | √ | | | √ | | √ | | | | | | – | – | √ | √ | √ | √ | √ | √ | | | | | | | | | | | | | |
| 2 8 4/6 26 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | X | √ | X | | | | | | √ | | | | | | 30 M | – | | | 1 | 4 | 2 | 3 | 1 | 2 | 4 | 3 | | √ | | | | √ | | | |
| 2 9 6 25 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | | libr | | | √ | | | | 40 M | – T A | 3 | 2 | 1 | 4 | 5 | 6 | 2 | 3 | 4 | 1 | 5 | √ | √ | | | √ | | | √ |
| 2 10 6 26 | X | √ | √ | X | √ | √ | X | √ | √ | X | X | √ | √ | √ | | | | | | √ | | | | | 30 M | – S D | | | 1 | 2 | | 3 | 1 | 2 | 4 | 3 | 5 | √ | | | | √ | | | √ |
| 2 11 6 36 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | | | | | √ | | | | | | – | 0 | 4 | | 2 | 1 | | 3 | 1 | 3 | 5 | 2 | 4 | √ | | | | | | | √ |
| 2 12 6 36 | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | √ | X | √ | | | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |

1. Public library awards certificates

Data from Questionnaire

Page 3

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| P 1 | 501 | 1 | 16 | 1 M | Y | 1 | N | — | Y | 25 | 2 mos | T + L |
| P 2 | 754 | 1 | 9, 18 | 10 min | " | 3 | Y | 24 | " | 40 | " | " |
| P 3 | 200 6 | 1 | 5, 8, 20, 21, 22 | 3 min | " | 27 | Y | 20 | " | 60 | 1/2 mo | " |
| P 4 | — 2 | 3 | 3, 4, 5, 6, 17 | 1 M | " | 1, 20, 22, 27 | N | — | " | 0 | as needed | — |
| P 5 | 302 | 3 | 8, 27 | 3 min | " | 1, 2 | Y | 20 | N | 0 | " | L |
| P 6 | 200 0 | 1 | 1, 2, 6, 9, 10, 18 | 1/4 M | " | 1, 14, 15, 17 | Y | 10 | Y | 50 | 2 mo | T + L |
| P 7 | 100 0 | 2 | 5, 9, 10 | 1/2 M | " | 10, 23 | Y | 10 | " | 50 | 5 " | L |
| P 8 | 200 5 | 1 | 1, 5, 7, 28 | 1/4 M | " | 1 | " | — | " | 30 | 3 " | L.T. Ch. |
| P 9 | 100 0 | 3 | 1, 5, 20 | 1/2 M | " | 1, 23 | " | 15 | " | 40 | " | L |
| P 10 | 800 | 1, 10 | 5, 9 | 5 min | " | 1 | " | " | " | 36 | " | T + L |
| P 11 | 50 0 | 1, 2 | 5, 17 | " | " | 1 | " | 16 | " | 35 | " | Ch L |
| P 12 | 1254 | 1 | 5, 9, 24 | 1/2 M | " | 1, 10, 17 | " | — | " | 41 | " | T + L |
| P 13 | 851 | 1 | — | 1 M | N | 1 | N | — | " | 28 | as needed | T + L |
| P 14 | 60 0 | 1 | 5, 26 | 1/2 M | Y | 27 | Y | 13 | " | 27 | 4 mos | L |
| P 15 | 100 4 | 1, 4, 10 | 5, 6, 10 | " | " | 1, 15 | " | 23 | " | 0 | — | — |
| P 16 | 421 | 1 | 6, 8 | 1/4 M | " | 1 | " | — | " | — | 3 mos | L |
| P 17 | — 0 | 2 | 9, 10 | 5 min | " | 23 | " | 9 | " | — | " | L |
| P 18 | 1504 | 1, 18 | 5, 9, 23 | 1/2 M | " | 1, 10, 17 | " | 7 | " | 40 | " | T + L |
| 21 | — 0 | — | 5 | 1/4 M | Y | 1, 2 | N | — | Y | — | — | — |
| 22 | — 0 | — | 5 | 5 min | N | — | " | — | " | 0 | — | — |
| 23 | 350 4 | 1 | 4, 38 | " | Y | 8, 13, 16, 21 | " | — | " | 35 | each mo | L |
| 24 | 200 0 | 1, 7, 10, 15, 17 | 8, 9, 38 | 1/4 M | Y | 1, 4, 5, 21 | " | — | " | 25 | " | Ch L |
| 25 | 150 0 | 2 | — | 2 min | Y | 27 | — | — | " | 0 | — | — |
| 26 | — 0 | — | — | 1/4 M | Y | — | — | — | " | — | — | — |
| 27 | 50 0 | 3, 5 | — | 4 M | N | — | — | — | " | — | — | — |
| 28 | 150 1 | 3, 7 | 5, 7, 8 | 2 M | N | 3 | N | 0 | N | 0 | as needed | T |
| 29 | 200 0 | 1 | 5, 14 | — | Y | 2, 3 | " | — | Y | 25 | each mo | L |
| 210 | 250 0 | 2 | 3, 20, 26 | 1 M | Y | 1, 2, 8 | " | — | " | 0 | as needed | Ch L + T |
| 211 | 300 0 | 1, 3 | 20, 23, 29 | 2 min | Y | 27 | — | — | " | 0 | — | — |
| 212 | 90 0 | 1 | 2, 5 | 1/4 M | N | 22 | N | — | " | 0 | — | — |

# Magazine Tabulations

| Magazines | P Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | Q. 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
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| 3 American Childhood | | √ | | | | | | | | | | √ | | | | | | √ | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Child Life | | | √ | | | | | | √ | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Childrens Activities | | | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 Current Events | | | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | |
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| 18 Instructor | | √ | | | | | | | √ | | | √ | | | | | | √ | | | | | | | | | | | | |
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| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | √ | √ | √ | √ | | | | | | | √ | | | √ | | | √ | | | √ | | | | | | | | | |
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| 27 National Safety | | √ | | | | | | | | | | √ | | | √ | | | √ | | | | | | | | | | | | |
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| 31 Playmates | | | | | | | | | √ | | | | | | | | | | | | | | | | | | | | | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 Popular Science | | | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | √ | | √ | | √ | | | | | | | | √ | | √ | √ | | | | | √ | | | | | √ | | | | |
| 41 Wee Wisdom | | | √ | | | | | | √ | | | | | | | | | | | | | | | | | | | | | |
| 42 Young America | | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 Jr. Activities | | | √ | | | | | | √ | | | | | | | | | | | | | | | | | | | | | |
| 44 Health | | | | | | | | | | | | | | | √ | | | | | | | | | | | | | | | |

1 Teacher purchases

# Data from Questionnaire

| | Page 1 | | | | | | | | | | | | | | | | | | Page 2 | | | | | | | | | | | | | | | | | | |
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| R 1 | 4 | 33 | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | | ✓ | | 30 M | – | 2 | 3 | 4 | 5 | 1 | 6 | 1 | 2 | 3 | | ✓ | ✓ | | ✓ | ✓ | | ✓ | |
| R 2 | 4 | 19 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | | | | Libr | | | ✓ | | 30 M | – | | 2 | 3 | | 1 | 4 | 1 | 4 | 3 | 2 | 5 | ✓ | ✓ | | ✓ | ✓ | ✓ | | |
| R 3 | 4 | 19 | X | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | | | Libr | | | ✓ | | 20 M | – | 6 | 5 | 3 | 2 | 1 | 4 | 1 | 3 | | 2 | | ✓ | | | | ✓ | | | ✓ |
| R 4 | 4 | 15 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | | | | | | ✓ | | 20 M | – | 3 | | | 1 | | 2 | 1 | | | 2 | 3 | | | | | | | | |
| R 5 | 4 | 21 | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | | | | Libr | | | ✓ | | 30 M | – | 4 | 3 | 5 | 6 | 1 | 2 | 1 | 2 | 5 | 3 | 4 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| R 6 | 4 | 42 | X | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | | 45 M | – | 5 | 2 | 3 | 4 | 1 | 6 | 1 | 2 | | 3 | | ✓ | ✓ | ✓ | ✓ | | ✓ | | |
| R 7 | 4 | 24 | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | | | | ✓ | | 30 M | #10 S F | 6 | 4 | 2 | 3 | 1 | 5 | 1 | | | | | ✓ | ✓ | | | ✓ | | | ✓ |
| R 8 | 4 | 37 | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | X | X | ✓ | X | ✓ | | | | | ✓ | | | 10 M | – | 1 | | 3 | 2 | | 4 | 1 | 3 | | 2 | 4 | ✓ | ✓ | | | ✓ | ✓ | | |
| R 9 | 5 | 22 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | 30 M | – | 3 | 5 | 2 | 4 | 1 | 6 | 1 | 2 | 3 | 4 | 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| R 10 | 5 | 24 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | | ✓ | | | ✓ | | 30 M | – | 5 | 3 | 4 | 2 | 1 | 6 | 1 | 3 | 5 | 2 | 4 | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| R 11 | 5 | 21 | ✓ | ✓ | ✓ | X | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | | | | Libr | | | ✓ | | 30 M | – | 5 | 1 | 2 | 4 | 3 | 6 | 1 | 2 | 4 | 3 | 5 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| R 12 | 5 | 36 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | | | | | ✓ | | 30 M | #5 S F | 4 | 2 | | | 1 | 3 | 1 | 2 | 4 | 3 | | ✓ | ✓ | | | | | ✓ | |
| R 13 | 5 | – | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | | ✓ | | ✓ | | | ✓ | | 30 M | – S F | 2 | 1 | 3 | 4 | | | 1 | | 3 | | 2 | ✓ | ✓ | | | ✓ | | | |
| R 14 | 5 | 23 | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | – | – | 6 | 4 | 5 | 2 | 1 | 3 | 1 | 2 | 3 | 4 | 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| R 15 | 5 | 22 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | ✓ | | | – | – | 4 | 2 | 6 | 3 | 1 | 5 | 1 | 4 | 2 | 3 | 5 | ✓ | ✓ | | ✓ | ✓ | | | |
| R 16 | 5 | 30 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | | | | ✓ | | 30 M | #10 S F | 5 | 4 | 2 | 3 | 1 | 6 | 1 | 3 | 2 | 4 | | ✓ | ✓ | | | ✓ | | | ✓ |
| R 17 | 5 | 29 | X | ✓ | ✓ | X | ✓ | X | ✓ | X | X | ✓ | X | ✓ | X | ✓ | ✓ | | | Libr | ✓ | | | – | – | 4 | | 2 | 3 | 1 | | 1 | 2 | 3 | | | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| R 18 | 5 | 23 | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | X | ✓ | X | ✓ | | | | Libr | | ✓ | | 30 M | – | 5 | 4 | 2 | 3 | 1 | 6 | 1 | 3 | 5 | 2 | 4 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| R 19 | 6 | 25 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | | | | | ✓ | | | – | – | 3 | 5 | 2 | 4 | 1 | 6 | 4 | 1 | 3 | 2 | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| R 20 | 6 | 28 | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | 20 M | – | 3 | 4 | 5 | 2 | 1 | | 1 | 2 | 3 | 4 | 5 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ |
| R 21 | 6 | 39 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | – | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | ✓ Libr | | ✓ | | 30 M | – | | | | 1 | 2 | 3 | 1 | 2 | 5 | 4 | 3 | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| R 22 | 6 | – | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | | ✓ | | ✓ | | | ✓ | | 30 M | – P T A | 2 | 1 | 3 | 4 | | | 1 | | 3 | | 2 | ✓ | ✓ | | | ✓ | | | |
| R 23 | 6 | 29 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | – | – | 4 | 3 | | 2 | 1 | 5 | 2 | 1 | 3 | 4 | | ✓ | ✓ | ✓ | | ✓ | | | ✓ |
| R 24 | 6 | 27 | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | | | | ✓ | | | – | – | 4 | 5 | 2 | 6 | 1 | 3 | 1 | 2 | 5 | 3 | 4 | ✓ | ✓ | | | ✓ | ✓ | | ✓ |
| R 25 | 6 | 19 | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | | | | ✓ | | 30 M | #10 S F | 4 | 5 | 2 | 6 | 1 | 3 | 1 | 2 | 3 | 4 | 5 | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ |
| R 26 | 6 | 18 | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | X | ✓ | X | X | X | ✓ | ✓ | ✓ | | | | ✓ | | 30 M | #10 S F | 4 | | 1 | 2 | 3 | | 1 | 2 | 4 | 3 | | ✓ | | | | ✓ | | ✓ | ✓ |
| R 27 | 6 | 38 | X | ✓ | ✓ | X | ✓ | ✓ | X | X | – | ✓ | ✓ | ✓ | X | ✓ | | | | Libr | | ✓ | | 30 M | – | 4 | | 1 | 2 | 3 | 5 | 1 | 2 | | | | ✓ | | | | ✓ | | | ✓ |

1. Branch of public library in building.

Data from Questionnaire

Page 3

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| R 1 | 150 | 3 | 1 | 5 | 1 M | Y | — | N | — | Y | (2) 30 | 1½ mos | L |
| R 2 | 60 | 2 | 1 | 5 | 2 M | " | 1 | " | — | " | 25 | " | L |
| R 3 | 65 | 2 | 1 | 5, 9, 27 | 3 M | " | 1 | " | — | " | 25 | " | L |
| R 4 | — | 0 | 3 | 1, 9, 28, 29 | 10 min | " | 27 | — | — | " | 0 | — | — |
| R 5 | 75 | 5 | 1 | 6, 9, 11 | on ach | " | 1, 28 | Y | — | " | 25 | each mo | L |
| R 6 | 75 | 1 | 1 | 1, 5, 6, 20 | 2 min | " | 1, 14, 15 | N | — | " | 42 | 2 mos | L |
| R 7 | 50 | 2 | 1 | 5, 6, 30 | 5 min | " | 1 | " | — | " | 30 | " | T+ChL |
| R 8 | 100 | 1 | 3 | 9, 10, 25, 33 | " | " | 27 | " | — | " | 0 | as needed | T |
| R 9 | — | 2 | 1 | 5, 6, 11 | 1¼ M | — | 1 | — | — | " | 24 | 1½ mos | L+T |
| R 10 | 100 | 3 | 1 | 9, 26, 35 | 1 M | Y | 1 | N | — | " | 30 | " | L. |
| R 11 | 100 | 4 | 1 | 1, 5, 6, 31 | in sch | " | 1 | " | — | " | 25 | each mo | ChL |
| R 12 | 60 | 5 | 3, 14 | 3, 4, 5, 16 | " | " | 1, 14, 15 | " | — | " | 40 | 2 mos | T+L |
| R 13 | 25 | 4 | 1, 4 | 1, 9, 10 | 10 min | " | 1 | " | — | " | 0 | — | — |
| R 14 | 80 | 2 | 1, 10 | 1, 5, 6, 28, 32 | 5 min | " | 1 | " | — | " | 23 | 2 mos | L |
| R 15 | 50 | 2 | 2, 15 | 1, 9, 10, 36 | (1) 2 min | " | 1, 14, 15 | " | — | " | 22 | — | L |
| R 16 | 50 | 2 | 2 | 5, 30 | (1) 5 min | " | 1 | " | — | " | 30 | — | ChL+T |
| R 17 | 60 | 1 | 1 | 11 | 10 min | " | 3, 28, 30 | " | — | " | 30 | each mo | ChL |
| R 18 | 100 | 0 | 2, 19 | 5, 11 | 5 min | " | 1 | " | — | " | 50 | 1½ mos | T+L |
| R 19 | 200 | 4 | 1, 17 | 11 | 1 M | " | 1 | " | — | " | 30 | 2 mos | L. |
| R 20 | — | 2 | 1 | — | in sch | " | 1 | " | — | " | 30 | each mo | L |
| R 21 | — | 5 | 1 | 1, 5, 9, 14 | " | " | 1 | " | — | N | 40 | 2 mos | L |
| R 22 | 225 | 3 | 1, 4 | 1, 9, 10 | — | " | 1 | " | — | Y | 0 | — | — |
| R 23 | 80 | 2 | 1, 4 | 4, 5, 27 | 5 min | " | 1 | " | — | " | 28 | 2 mos | L |
| R 24 | 50 | 2 | 3, 4 | 1, 5, 6, 9, 10, 28, 30 | " | " | 1, 14, 15 | " | — | " | 25 | " | L |
| R 25 | 40 | 2 | 2 | 3, 6, 26 | " | " | 1, 27 | " | — | " | 20 | ½ mo | L |
| R 26 | 120 | 7 | 3 | 5, 26 | 2 min | " | 27 | " | — | " | 25 | 2 mos | T+L |
| R 27 | 40 | 0 | 3 | 5, 9, 10 | ¼ M | " | 1, 15 | " | — | " | 40 | 1½ mos | T+L |

(1) Branch Library

(2) Public Library sends books according to class membership

# Magazine Tabulations

| Magazines | Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | R 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 |
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| 3 American Childhood | √ | | | | | | | | | | | | | | | | | | √ | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 Boy's Life | | | | | | | | | | | | | √ | | | | | | | | | √ | | | | | |
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| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | | | | √ | | | | | | | | | √ | | | | | | | | | | √ | |
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| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 Journal of Education | | | | | | | | | | | | | | | | | | | | | | | | | | √ | |
| 14 Grade Teacher | √ | √ | √ | | √ | √ | √ | | | | √ | √ | √ | √ | √ | √ | | | √ | √ | √ | √ | √ | √ | √ | √ | |
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| 18 Instructor | | √ | √ | | | √ | | | | | √ | √ | √ | | | | | | | | √ | √ | | | | | |
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| 22 Junior Red Cross | | | | | √ | | | | √ | | √ | √ | | √ | √ | √ | | √ | | | | | | √ | √ | | √ |
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| 25 National Geographic | √ | | | | √ | | | | | √ | √ | √ | √ | | | | | | | √ | √ | √ | | | | √ | √ |
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| 27 National Safety | | | | | | | | | | | | | √ | | | | | | | | | √ | | | | | |
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| 33 Popular Science | | | | | | | | | | √ | √ | | | | | | | | | √ | | | | | | | |
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| 38 Story Parade | | | | | | | | | | | | | √ | | | | | | | | | √ | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | | | | √ | | | | | | | | | | | | | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 School Review | | | | | | | | | | | | | | | | | | | | | | | | | | | √ |
| 44 Elem. Sch. Journal | | | | | | | | | | | | | | | | | | | | | | | | | | | √ |

Data from Questionnaire

Page 1

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| S 2 | 4 30 | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | | ✓ | | | | | | |
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| S 4 | 4 26 | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | | ✓ | | | | | | ✓ |
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| S 6 | 5 33 | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | | ✓ | | | | | | |
| S 7 | 5 29 | X | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | | ✓ | ✓ | | | | | |
| S 8 | 5 34 | X | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | | ✓ | | | | | | ✓ |
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| S 13 | 6 28 | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | | | | ✓ | | | | | |
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| S 15 | 6 35 | X | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | | | | | | ✓ |
| S 16 | 6 29 | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | X | | | ✓ | | | | | | ✓ |
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Page 2

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Data from Questionnaire

Page 3

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| S 1 | 135 | 1 | 1, 8, 17 | 5, 7, 8 | 1 M | Y | 16, 21 | Y | | 4 | Y | 0 | — | — |
| S 2 | 150 | 1 | 3, 4 | 5, 7, 20 | 1/2 M | Y | 1 | Y | | 6 | Y | 0 | as needed | TL+Ch |
| S 3 | 330 | 9 | 17 | 2, 5, 26 | 3/4 M | Y | 14, 15, 28 | Y | | 24 | Y | 5 | change of unit | T |
| S 4 | 279 | 8 | 13, 17 | 7, 27, 37 | 1 M | Y | 3 | Y | | 14 | Y | 0 | — | — |
| S 5 | 132 | 2 | 3 | 25, 34 | 1/3 M | Y | 1 | Y | | 7 | Y | 30 | 1 1/2 mos | L |
| S 6 | 100 | 1 | 17 | 5, 6, 9, 11 | 2 M | Y | — | N | | — | Y | 0 | — | — |
| S 7 | 200 | 0 | 1, 10 | 20, 27 | 1/2 M | — | 1 | Y | | 1 | Y | 15 | change of unit | T.L+Ch |
| S 8 | 550 | 10 | 2 | 5, 9, 22, 35 | 3/4 M | Y | 27 | Y | | 3 | Y | 5 | each mo | T+L |
| S 9 | 550 | 10 | 3 | 5, 9 | 3/4 M | Y | 1, 14 | Y | | 4 | Y | 0 | — | — |
| S 10 | 200 | 1 | 3, 5 | 5, 11 | 1/2 M | Y | 1 | Y | | 10 | Y | 0 | — | — |
| S 11 | 230 | 4 | 1 | 5, 36 | 1 M | Y | 1 | Y | | 4 | Y | 5 | as needed | Ch. |
| S 12 | 350 | 4 | 14 | 5, 16, 37 | 1 M | Y | 3 | Y | | 0 | Y | 0 | change of unit | T+L |
| S 13 | 280 | 4 | 1, 4, 13 | 5, 11 | 1 M | Y | 1 | — | | — | Y | 3 | " | Ch. |
| S 14 | 663 | 4 | 1, 3, 17 | 5, 9, 20, 26 | 1/2 M | Y | 1, 14, 28, 30 | N | | — | Y | 25 | " | T.L.Ch |
| S 15 | 632 | 3 | 1, 17 | 1, 2, 5, 22, 28 | 1/2 M | Y | 27 | N | | — | Y | 13 | " | Ch. |
| S 16 | 400 | 5 | 3, 17, 18 | 9, 10, 22 | 8 min | Y | 1 | Y | | 0 | Y | 12 | " | L |
| T 1 | 80 | 4 | 3 | 5 | 1/2 M | N | 1 | N | | — | Y | 40 | every 2 days | L |
| T 2 | 250 | 5 | 1, 17 | 5, 17 | 1/2 M | N | 1 | N | | — | Y | 35 | 5 mos | L |
| T 3 | 200 | 0 | 3 | 8, 5, 6 | 1/2 M | N | 1, 8, 9 | N | | — | Y | 25 | " | L |
| T 4 | 150 | 3 | 3 | — | 1/4 M | N | 18, 20, 21 | Y | sum | 30 | Y | 35 | " | L |
| T 5 | 186 | 1 | 2 | 5, 17, 34 | 1/4 M | N | 18, 20, 21 | N | | — | Y | 5 | as needed | T |
| T 6 | 150 | 2 | 1 | 5, 28 | 1 1/2 M | Y | 1, 2 | N | | — | Y | 30 | 1 1/2 mos | L |
| T 7 | 200 | 4 | 3 | 5 | 1/4 M | — | 1, 15 | Y | sum | 25 | Y | 30 | 5 mos | L |
| T 8 | 40 | 0 | 2 | — | 1 M | N | 1 | N | | — | Y | 30 | 3 " | L |
| T 9 | — | 2 | 3 | — | " | N | 1 | N | | — | Y | — | 5 " | — |
| T 10 | 200 | 4 | 3 | — | 1/4 M | — | 1, 14, 15 | Y | sum | 25 | Y | 30 | 5 " | L |

# Magazine Tabulations

| | S Classrooms | | | | | | | | | | | | | | | T | | | | | | | | | |
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| Magazines | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| 8 Childhood Education | | | √ | √ | | | | √ | √ | | | | | | | | | | | | | | | | | |
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| 11 Current Events | | | | | | | | | | | √ | | √ | | | | | | | | | | | | | |
| 12 Dumb Animals | | | √ | | | | | √ | √ | | | | | √ | | | √ | √ | | √ | | | √ | | √ | √ |
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| 14 Grade Teacher | | | √ | √ | | | | √ | √ | | | | | | | | √ | √ | | | √ | √ | √ | | | √ |
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| 18 Instructor | | | √ | √ | | | | √ | √ | | | | | | | | | | | | | | | | | |
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| 22 Junior Red Cross | √ | | | | √ | √ | | √ | √ | √ | | √ | | | √ | √ | | √ | | | | | | | | |
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| 25 National Geographic | | | | | | | | | | | √ | | √ | √ | √ | √ | | √ | √ | | √ | √ | | √ | √ | |
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| 27 National Safety | | | √ | √ | √ | | | √ | √ | | | √ | | √ | | √ | | | | | | | | | | |
| 28 Nature Magazine | | | | | | | | | | | | | | | | | | √ | √ | | √ | | √ | | | √ |
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| 38 Story Parade | | | √ | √ | | | | √ | √ | | √ | √ | √ | √ | √ | √ | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | | √ | √ | √ | | | | √ | √ | | √ | √ | √ | | | √ | | | | | | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 43 Progressive Ed. | | | √ | √ | | | | √ | √ | | | | | | | | | | | | | | | | | |
| 44 Frontiers of Dem. | | | √ | √ | | | | √ | √ | | | | | | | | | | | | | | | | | |

# Data from Questionnaires

## Page 1

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| U 1 | 4 | 31 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | lib | √ | | | |
| U 2 | 4 | 36 | √ | X | √ | X | √ | X | X | X | X | X | √ | X | X | | | | | | | | | | √ | |
| U 3 | 4 | 22 | √ | √ | √ | √ | √ | X | √ | √ | X | X | √ | √ | √ | √ | √ | √ | | | | | | √ | | |
| U 4 | 4 | 20 | √ | √ | √ | √ | √ | X | X | √ | X | X | √ | √ | X | √ | | √ | | | | | √ | | | |
| U 5 | 4 | 24 | √ | √ | √ | X | √ | X | √ | √ | √ | X | X | √ | X | | | | | | | lib | | √ | | |
| U 6 | 5 | 30 | X | √ | X | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | √ | | | | | | √ | | | |
| U 7 | 5 | 37 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | | | | √ | | |
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| U 10 | 5/6 | 24 | X | √ | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | | √ | | | | | √ | | |
| U 11 | 6 | 35 | X | X | — | X | — | — | √ | X | √ | X | X | √ | X | √ | | | √ | | | | | √ | | |
| U 12 | 6 | 24 | √ | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | √ | √ | √ | | | | | | | | | √ |
| U 13 | 6 | 26 | √ | √ | √ | X | √ | X | √ | X | √ | X | X | √ | X | √ | | | √ | | | | √ | | | |
| U 14 | 6 | 29 | √ | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | | | | | | | | √ | | |
| U 15 | 6 | 24 | √ | √ | √ | X | √ | X | X | X | √ | √ | √ | √ | X | | | | | | | | | √ | | |
| V 1 | 4 | 28 | √ | √ | √ | X | √ | X | X | X | X | X | X | X | X | √ | | | | | | | | | | |
| V 2 | 4 | 28 | √ | √ | √ | X | √ | X | √ | √ | √ | X | X | √ | √ | √ | | | | | | | | | | |
| V 3 | 4 | 27 | √ | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | | | |
| V 4 | 4 | — | — | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | | | |
| V 5 | 4 | 21 | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | | | |
| V 6 | 5 | 22 | √ | √ | √ | X | √ | X | X | √ | √ | X | X | X | X | | | | | | | lib | | | | |
| V 7 | 5 | 25 | √ | √ | √ | — | √ | X | √ | X | √ | √ | √ | √ | X | √ | | | | | | | | | | |
| V 8 | 5 | 31 | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | X | √ | √ | | √ | | | | | | | |
| V 9 | 5 | — | X | √ | √ | √ | √ | √ | √ | X | X | √ | √ | √ | X | √ | | | √ | | | | | | | |
| V 10 | 5 | — | X | √ | √ | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | | | √ | | | | | | | |
| V 11 | 6 | 31 | √ | √ | √ | √ | √ | — | √ | X | √ | √ | X | √ | X | | | | | | | lib | | | | |
| V 12 | 6 | 29 | √ | √ | √ | √ | √ | X | X | X | √ | √ | X | √ | X | | | | | | | lib | | | | |
| V 13 | 6 | 33 | X | √ | √ | X | √ | √ | √ | X | √ | √ | √ | √ | X | √ | | | √ | | | lib | | | | |
| V 14 | 6 | — | √ | √ | √ | X | √ | √ | √ | X | X | √ | √ | √ | X | √ | | | √ | | | | | | | |

1. Branch of public library

## Page 2

| | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U 1 | 4 | 31 | 20 M | 2 | T A | 4 | | 2 | | 1 | 3 | 1 | | 3 | 2 | | √ | √ | | √ | √ | | √ |
| U 2 | 4 | 36 | 20 M | — | | 2 | | 3 | 1 | | | 1 | | | | | √ | √ | | √ | | | √ |
| U 3 | 4 | 22 | 30 M | — | | | 1 | 3 | 5 | 2 | 4 | 1 | | | 2 | | √ | | | | | | |
| U 4 | 4 | 20 | 20 M | — | | | 1 | 3 | 5 | 2 | 4 | 1 | | | 2 | | √ | | | | | | |
| U 5 | 4 | 24 | 30 M | — | | 4 | 1 | 2 | 3 | | 5 | 1 | | | | | √ | | | √ | | | |
| U 6 | 5 | 30 | — | 2 | T A | 2 | 4 | 3 | 1 | 5 | 6 | 1 | 2 | 4 | 3 | 5 | √ | √ | | √ | √ | √ | |
| U 7 | 5 | 37 | 20 M | — | | 2 | 1 | 3 | | | | 1 | 3 | 2 | 4 | | √ | √ | √ | √ | √ | | |
| U 8 | 5 | 28 | 45 M | — | | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | √ | √ | √ | | √ | | |
| U 9 | 5 | 32 | 30 M | — | | | | | | | | 1 | | | | | √ | | | | | | |
| U 10 | 5/6 | 24 | 30 M | 2 | T A | 5 | 2 | 3 | 4 | 1 | 6 | 1 | 5 | 4 | 3 | 2 | √ | √ | √ | √ | √ | | √ | √ |
| U 11 | 6 | 35 | 30 M | — | | | | 1 | 2 | | | | | | | | √ | | | | | | |
| U 12 | 6 | 24 | 20 M | 5 | S B | | 1 | 2 | 3 | 4 | 5 | 1 | | 2 | 3 | | √ | | | | | | |
| U 13 | 6 | 26 | — | — | | | 1 | 2 | | 3 | 4 | | 1 | 2 | 3 | | √ | √ | | | √ | | √ |
| U 14 | 6 | 29 | 30 M | — | | 4 | 1 | 2 | 3 | 6 | 5 | 1 | 2 | 3 | 4 | 5 | √ | | | | | | √ |
| U 15 | 6 | 24 | 20 M | — | | 2 | | | 1 | | 3 | 1 | 2 | | | | √ | √ | | | √ | | √ |
| V 1 | 4 | 28 | 30 M | — | | 5 | 2 | 1 | 4 | 3 | 6 | 1 | 3 | 4 | 2 | 5 | | √ | √ | √ | √ | | |
| V 2 | 4 | 28 | 15 M | — | | 6 | 4 | 2 | 3 | 1 | 5 | 2 | 3 | | 1 | | √ | √ | √ | √ | | | |
| V 3 | 4 | 27 | 20 M | — | | 2 | 4 | 1 | 3 | 6 | 5 | 1 | 3 | 5 | 2 | 4 | √ | √ | √ | | √ | | √ |
| V 4 | 4 | — | 30 M | — | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | | | | √ | | | | | | √ |
| V 5 | 4 | 21 | 20 M | — | | 4 | | | 1 | 2 | 3 | 1 | 2 | 3 | 5 | 4 | √ | | √ | | √ | √ | |
| V 6 | 5 | 22 | 45 M | — | | | 2 | 3 | 4 | 1 | | 1 | 3 | 2 | 4 | | | √ | | | √ | | √ |
| V 7 | 5 | 25 | 20 M | — | | 5 | 1 | 2 | 6 | 3 | 4 | 1 | 3 | | 2 | | √ | √ | | √ | √ | | √ |
| V 8 | 5 | 31 | 1 hr | — | | 1 | 4 | 2 | 3 | 5 | 6 | 2 | 3 | 4 | 1 | 5 | √ | √ | √ | √ | √ | √ | √ | √ |
| V 9 | 5 | — | 30 M | — | | | | 3 | 4 | 1 | 2 | 2 | 3 | 4 | 1 | 5 | √ | √ | √ | | √ | | √ |
| V 10 | 5 | — | 1 hr | — | | | 1 | 2 | | | 3 | 1 | 2 | 3 | | | √ | | | √ | | | √ |
| V 11 | 6 | 31 | 45 M | — | | | 2 | 3 | 4 | 1 | | 1 | 3 | 2 | 4 | | √ | √ | | | √ | | √ |
| V 12 | 6 | 29 | 35 M | — | T A | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | | | √ | √ | √ | | √ | √ | √ |
| V 13 | 6 | 33 | 30 M | — | | 5 | | 3 | 2 | 1 | 4 | 1 | 2 | | 3 | | √ | | | | | | √ |
| V 14 | 6 | — | 20 M | — | | 3 | 1 | 4 | 6 | 2 | 5 | 1 | 2 | 4 | 3 | 5 | √ | | | √ | | | √ |

Data from Questionnaire

Page 3

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| U 1 | 5 | 8 | 4 | — | — | 10 min | Y | 1,10,19,28 | Y | 25 | Y | 30 | each mo | T+L+Ch |
| U 2 | — | 1 | | 3 | — | 1 M | Y | 1 | Y | 9 | N | 0 | 5 mos | L |
| U 3 | 1 | 0 | 0 | 5 2 | 5, 6 | 50 ft | Y | 1,23,3 | Y | — | Y | 11 | each week | L |
| U 4 | 1 | 1 | 0 | 2 1 | 5 | " | Y | 14,23,28 | Y | 7 | — | 30 | 2 mos | T+L |
| U 5 | 1 | 1 | 0 | 3 2,4 | 5, 8, 27 | " | Y | 1 | Y | 16 | Y | 0 | — | T — |
| U 6 | 5 | 0 | 1 | 1 | 5 | 3/4 M | Y | 14, 15, 19 | Y | 3 | Y | 0 | each mo | T+Ch |
| U 7 | 5 | 0 | 2 | 3 | 5, 9, 22 | 1½ M | Y | 1 | Y | 18 | Y | 0 | 5 mos | lib |
| U 8 | 1 | 7 | 0 | 0 2 | 5 | 50 ft | Y | 1 | Y | 20 | Y | 0 | 2 " | — |
| U 9 | 5 | 0 | 0 | 2 | — | 1 M | Y | — | Y | 5 | Y | 0 | — | — |
| U 10 | 5 | 0 | 3 | 3 | 2, 5 | 1/2 M | Y | 1,8,9,16,23 | Y | 24 | Y | 35 | each mo | T+L |
| U 11 | 1 | 2 | 3 | — | 17 | 3/4 M | Y | 1 | Y | 5 | — | 0 | 2 mos | Ch |
| U 12 | 2 | 5 | 0 | 0 3, 4 | 9, 10 | 1 M | Y | 1 | Y | 5 | Y | 1 | 5 " | T+Ch.L |
| U 13 | 1 | 0 | 0 | 0 2 | — | 50 ft | Y | 21,27 | Y | — | Y | 0 | as needed | T+Ch+L |
| U 14 | 1 | 0 | 0 | 0 2 | 5 | " | Y | 1 | Y | — | Y | 0 | — | — |
| U 15 | 2 | 5 | 2 | 3 | 5 | 1 M | Y | 1 | Y | 8 | Y | 0 | 5 mos | L |
| V 1 | 1 | 5 | 0 | 0 1, 4, 7 | 5, 17, 26 | 2 M | Y | 1 | Y | 2 | Y | 36 | 5 mos | L |
| V 2 | 1 | 0 | 0 | 0 1 | 5, 6, 9 | 1 M | Y | 1,4,5,11,17 | Y sum | — | Y | 35 | as needed | T |
| V 3 | 1 | 0 | 0 | 0 1 | 5, 22, 34 | 2 M | Y | 1,5,17,24 | Y | — | — | — | — | — |
| V 4 | 1 | 0 | 0 | 0 3 | 5, 8, 9, 20 | 1/4 M | Y | 27 | Y | — | Y | 40 | 5 mos | L |
| V 5 | 5 | 0 | 4 | 1, 8 | 1,9,10,11,14,23 | 1/4 M | — | 1, 5, 23 | Y | 12 | Y | 25 | 3 " | T |
| V 6 | 2 | 7 | 0 | 0 1 | 5, 7, 34 | (2) in each | — | 1, 2, 29 | Y sum | 2 | Y | 35 | 5 " | L |
| V 7 | 5 | 0 | 2 | 3 | 1, 5, 6, 11 | 2 M | Y | 1,4,5,23 | Y | 5 | N | 7 | 4 " | L |
| V 8 | 1 | 5 | 0 | 0 3 | 1,2,5,9,10,14,37 | 2 M | Y | — | — | — | — | — | — | — |
| V 9 | 5 | 0 | 2 | 1 | 39 | 10 min | Y | 1,4,5,16,21 | Y | 4 | Y | 35 | 2 mos | T+L |
| V 10 | 1 | 0 | 0 | 3 2,4,7 | 6, 8, 9, 27 | 1/4 M | Y | 1,4,5,11,23 | Y | — | Y | — | — | — |
| V 11 | 1 | 5 | 0 | 0 1 | — | (2) in each | N | 1 | Y sum | — | Y | 125 | 5 mos | L |
| V 12 | 2 | 0 | 0 | 0 1 | — | 1¼ M | N | 1,10,(1) 20,24 | Y sum | — | Y | — | 3 " | L |
| V 13 | 6 | 0 | 0 | 3, 4, 10 | 5, 26, 37 | 1/4 M | — | 1, 4, 5 | Y | — | Y | 33 | 2 " | L |
| V 14 | 2 | 0 | 0 | 2 1, 3, 17 | 5, 6, 8, 11, 28 | 2 min | N | 1, 29 | Y sum | 5 | Y | 40 | 3 " | L+T |

(1) Class visits library weekly.
(2) Branch of Public Library

# Magazine Tabulations

| Magazines | U Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | V Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 American Childhood | | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | |
| 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 Boy's Life | | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 Child Life | √ | | √ | √ | √ | | | | | √ | | | | | | | | | | | | | | | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 Childrens Activities | | | √ | √ | √ | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | | | | | | | | | | | | | | | | | | | | | | √ | | | | | | | |
| 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 Jack and Jill | | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | | | | | | | | | | | √ | | | | | | | | | | | √ | | √ | √ | | | | √ |
| 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 National Safety Ed | | | | | | | | | | | | | | | | | | | | | | | | √ | | | | | |
| 28 Nature Magazine | | | √ | | √ | | | | | | | | | | | | | | | | | | | | | | | | |
| 29 Open Road for Boys | | | | | | | | | | | √ | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 Playmates | | | | | | | | | | | | | | | | | | | | √ | | | | | | | | | |
| 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 34 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 37 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 38 Story Parade | √ | | | | | √ | | | | | | | | | | | | | | | | | | | | | | | |
| 39 True Comics | | | | | | | | | | | | | | | | | | | | | | | | | √ | | | | √ |
| 40 Weekly Reader | √ | √ | | | | | | √ | | | √ | | | | | | | | | √ | | | | | √ | | | | |
| 41 Wee Wisdom | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 42 Young America | | | | | | | | √ | | | √ | √ | | | | | | | | | | | | | | | | | |
| 43 St Nicholas | | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | |

1 Teacher purchases

# Data from Questionnaire

| | Gr. | P. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | V | P | I | D | D | W | M | A | O | L | | T | A | B | A | P | L | | F | I | M | S | A | | M | C | B | P | W | S | V |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W 1 | 1/4 | 15 | X | √ | √ | √ | √ | X | X | X | √ | √ | X | X | X | √ | | | | √ | √ | | | | | – | – | TA | | 1 | 3 | 4 | 2 | | 1 | 3 | 4 | 2 | | √ | √ | | | | | √ |
| W 2 | 4 | 34 | X | √ | √ | X | √ | X | X | X | √ | √ | X | √ | X | √ | | | | | | √ | | | | 15 min | – | | √ | √ | √ | √ | √ | √ | 1 | 2 | 3 | 4 | | √ | √ | √ | √ | √ | | √ |
| W 3 | 4 | 20 | X | √ | √ | √ | X | X | X | X | √ | X | X | √ | X | √ | | | | √ | √ | | | | | – | – | | 3 | 2 | 1 | | | | 1 | | | | | √ | √ | | | √ | | |
| W 4 | 4 | 27 | X | √ | √ | √ | √ | √ | √ | — | √ | √ | X | √ | √ | √ | | | | lib | √ | | | | | – | – | 1 PTA | 4 | 3 | 1 | 6 | 2 | 5 | 1 | 2 | 3 | 4 | 5 | √ | √ | √ | | √ | | √ |
| W 5 | 4 | 31 | X | √ | √ | √ | √ | X | X | X | √ | √ | X | √ | √ | √ | √ | | | √ | √ | | | | | – | – | SD | | | | | 1 | 2 | 1 | 2 | | 3 | | √ | √ | | | | | √ |
| W 6 | 5 | 25 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | lib | | √ | | | 30 M | – | | 4 | 2 | | | 1 | 3 | 1 | 2 | 3 | 4 | 5 | √ | √ | | √ | √ | √ | | √ |
| W 7 | 6 | 28 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | | √ | | √ | | | | – | – | | 2 | 1 | 4 | | | 3 | 1 | 2 | 3 | 4 | | √ | √ | | √ | √ | √ | | √ |
| W 8 | 6 | 25 | X | √ | √ | X | √ | X | √ | √ | √ | √ | X | √ | √ | √ | | | | | | | √ | | | 30 M | – | | | 2 | | | 1 | | 1 | 3 | 4 | 2 | 5 | √ | | | | | √ | | √ |
| X 1 | 4 | 29 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | √ | | | | – | 1/5 | SB | | 1 | | 2 | 3 | 4 | 1 | 3 | 4 | 2 | 5 | √ | √ | √ | √ | √ | | | √ |
| X 2 | 4 | 26 | X | √ | √ | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | lib | √ | | | | – | – | | | 2 | 1 | | 3 | 4 | 2 | 3 | | 1 | | √ | √ | | | √ | | | |
| X 3 | 4 | 30 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | X | X | √ | X | √ | | | √ | | √ | | | | – | – | T | 5 | 2 | 1 | 6 | 3 | 4 | 2 | 3 | | 1 | | √ | | | √ | √ | | | |
| X 4 | 4 | 28 | 2 | √ | √ | √ | X | √ | X | X | X | √ | X | X | √ | X | √ | | | | | √ | | | | – | – | SB | | 1 | 2 | | | 3 | 1 | 3 | | 2 | | √ | √ | | √ | √ | √ | | |
| X 5 | 5 | 30 | X | √ | √ | X | √ | √ | √ | X | √ | √ | X | √ | X | √ | √ | | | √ | | √ | | | | – | – | T | 5 | 2 | 1 | 6 | 3 | 4 | 1 | 2 | 3 | 4 | 5 | √ | √ | | | √ | | | √ |
| X 6 | 5 | 43 | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | | | √ | | | 30 M | 1/5 | SB | | 2 | 3 | 4 | 1 | | 1 | 3 | 4 | 2 | 5 | √ | √ | √ | √ | √ | | | √ |
| X 7 | 5 | 27 | √ | √ | √ | X | √ | X | X | X | √ | √ | √ | √ | X | √ | √ | | √ | | √ | | | | | – | – | SB | 5 | 4 | 2 | 3 | 1 | 6 | 1 | 3 | 4 | 2 | | √ | √ | √ | √ | √ | √ | | √ |
| X 8 | 5 | 43 | X | √ | √ | X | X | √ | √ | √ | √ | √ | X | X | √ | | √ | | | √ | | | √ | | | 30 M | – | | | 5 | 1 | 4 | 2 | 3 | 5 | 2 | 3 | 4 | 1 | √ | √ | | | √ | | | √ |
| X 9 | 6 | 36 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | √ | | | 40 M | – | T | | 2 | 1 | | 3 | | 1 | 2 | 3 | 4 | 5 | √ | √ | | | √ | | | √ |
| X 10 | 6 | 22 | X | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | | √ | | | | | √ | 30 M | 1/5 | SB | | 1 | 4 | 5 | 2 | 3 | 2 | 3 | 5 | 4 | 1 | √ | √ | | √ | √ | | | √ |
| X 11 | 6 | 21 | 2 | √ | √ | √ | X | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | √ | | √ | | | | – | – | SB | 4 | 1 | 3 | 6 | 2 | 5 | 1 | 4 | 3 | 2 | 5 | √ | √ | | √ | √ | √ | √ | √ |

1. Also seed money
2. Sponsored by Women's Club

Data from Questionnaire

Page 3

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| W 1 | 140 | 3 | 2 | — | 3½ M | Y | 29 | Y | 2 | Y | 16 | each mo | T |
| W 2 | – | 3 | 2 | 5, 17 | ¼ M | N | 27 | Y | 15 | Y | 1 | — | T |
| W 3 | 216 | 2 | 1 | 11, 25 | ¼ M | Y | — | Y | 4 | – | 0 | — | — |
| W 4 | 50 | 1 | 2, 5, 17 | 9, 11, 24, 25 | 2 M | N | 1, 2 | Y | – | N | 30 | 5 mos | L |
| W 5 | 30 | 4 | 2 | — | ¼ M | N | 1 | Y | – | Y | 5 | 1½ " | L |
| W 6 | – | 3 | 3 | 1, 5, 18, 24 | 1½ M | — | 1, 2 | Y | 0 | Y | 30 | each week | T + L |
| W 7 | 60 | 4 | 2, 5, 17 | 3, 5, 19 | ½ M | N | 1, 2, 21 | Y | 0 | Y | 0 | " | — |
| W 8 | 50 | 0 | 1 | 6, 9 | 1½ M | – | 1 | – | – | Y | 30 | 3 mos | L |
| X 1 | 100 | 7 | 3, 4 | 5, 6, 11, 24, 32 | ½ M | Y | 2, 4, 5 | Y | 29 | Y | 29 | 2 mos | Ch L + T + Ch |
| X 2 | 348 | 1 | 2 | — | 1½ M | Y | 1, 2 | Y | 10 | N | 30 | 3 " | Ch L |
| X 3 | 175 | 0 | 2 | 5, 9, 10 | 5 min | Y | 4, 5, 23 | Y | 10 | Y | 0 | as needed | T + Ch. |
| X 4 | – | 1 | 3 | 5 | 1½ M | Y | 2, 4, 5 | Y | 8 | Y | 0 | — | — |
| X 5 | 150 | 1 | — | 5, 22 | 1½ M | Y | 1, 2, 23 | Y | 21 | Y | 25 | 2 mos | T + L |
| X 6 | 90 | 9 | 1 | 1, 5, 6, 23, 24, 25, 28 | ½ M | Y | 4, 5, 6, 11, 1, 10 | Y | 15 | Y | 45 | 3 " | L + T + Ch |
| X 7 | – | 2 | 3, 8, 16 | 5, 7, 18, 27, 37 | ½ M | Y | 1, 2, 4, 5, 11 | Y | 8 | Y | 42 | 2 " | T + L + Ch. |
| X 8 | 50 | 0 | 3 | 8, 27 | 10 min | Y | 1, 4, 5, 8, 9 | Y | – | Y | 0 | 1 " | T |
| X 9 | 150 | 3 | 1, 7 | 9, 14, 20, 32 | 1½ M | Y | 1, 2 | Y | 10 | Y | 0 | 3 mos | T + L |
| X 10 | 150 | 3 | 1 | 3, 4, 6 | ¾ M | Y | 1, 8 | Y | 2 | N | 24 | as needed | T + Ch |
| X 11 | – | 2 | 3, 4 | 5, 9, 10, 23, 24 | 10 min | Y | 1, 2, 4, 5 | Y | 5 | Y | 30 | 2 mos | Ch + T + L |

# Magazine Tabulations

| Magazines | W Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | X Classrooms 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | | | | | | | | | | | |
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| 5 | | | | | | | | | | | | | | | | | | | |
| 6 | | | | | | | | | | | | | | | | | | | |
| 7 Child Life | | | | | | | | | | | | | | [2]✓ | | | | | |
| 8 | | | | | | | | | | | | | | | | | | | |
| 9 Children's Activities | | | | | | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ |
| 10 | | | | | | | | | | | | | | | | | | | |
| 11 Current Events | | | | | | | | | | | | | | | | | ✓ | ✓ | |
| 12 | | | | | | | | | | | | | | | | | | | |
| 13 | | | | | | | | | | | | | | | | | | | |
| 14 Grade Teacher | | | | | | | | | ✓ | | | | | [2]✓ | ✓ | | | | ✓ |
| 15 | | | | | | | | | | | | | | | | | | | |
| 16 | | | | | | | | | | | | | | | | | | | |
| 17 | | | | | | | | | | | | | | | | | | | |
| 18 Instructor | | | | | | | | | ✓ | | | | | ✓ | | | | | |
| 19 Jack and Jill | | | | | | | | | ✓ | | | | | ✓ | | | | | |
| 20 | | | | | | | | | | | | | | | | | | | |
| 21 | | | | | | | | | | | | | | | | | | | |
| 22 Junior Red Cross | ✓ | ✓ | | ✓ | ✓ | ✓ | | | ✓ | | | | | | | | | | |
| 23 | | | | | | | | | | | | | | | | | | | |
| 24 N. E. A. Journal | | | | | | ✓ | ✓ | | | | | | | [2]✓ | | | | | |
| 25 National Geographic | ✓ | | | | ✓ | | | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | | | | | | | | |
| 27 National Safety Ed | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | |
| 28 Nature Magazine | | | | | | | | | ✓ | | | | | | | | | ✓ | |
| 29 | | | | | | | | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | | | | | | | | |
| 32 Popular Mechanics | | | | | | | | | ✓ | | | | | | | | ✓ | ✓ | |
| 33 Popular Science | | | | | | | | | | | | | | ✓ | | | | | |
| 34 | | | | | | | | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | | | | | | | | |
| 36 | | | | | | | | | | | | | | | | | | | |
| 37 | | | | | | | | | | | | | | | | | | | |
| 38 | | | | | | | | | | | | | | | | | | | |
| 39 | | | | | | | | | | | | | | | | | | | |
| 40 Weekly Reader | [1]✓ | | | | ✓ | | ✓ | | | | | | | [2]✓ | | | | | |
| 41 | | | | | | | | | | | | | | | | | | | |
| 42 | | | | | | | | | | | | | | | | | | | |
| 43 Understanding the Child | | | | | | | | | | | | | | ✓ | | | | | |
| 44 Mass. Fed. Pamp. | | | | | | | | | | | | | | [2]✓ | | | | | |

1 Names of two other magazines not given
2 Teacher-purchases

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1 1719 02489 1733